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Studies of Children Experiencing Difficulty in Primary Reading

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A THESIS

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STUDIES OF CHILDREN
EXPERIENCING DIFFICULTY
IN
PRIMARY READING

Submitted by
Ethel Grace Hart

In partial fulfillment of the requirements
for the Degree of Master of Arts
in the Department of Education
of the
Graduate College of the University of Omaha
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THE READING PROBLEM IN THE PRIMARY GRADES

There is one subject of general interest to all primary teachers--how to successfully teach all children within the classroom to read.

Reading has been considered one of the most important subjects that the child has had to achieve in his school experience. It is perhaps the fundamental skill used for the formation of public opinion and ideals, for information and recreation.

Intelligent reading is essential to participation in modern life, and because of the complexity of modern living there are ever increasing demands which make the ability to read a necessary qualification for good citizenship and worthy home membership. Every vocation and profession demands the ability to read. The success of life itself demands intelligent reading and reading habits.

Unfortunately, children are not equally capable in learning to read; and analysis and individual instruction for those experiencing difficulty must be made.

The purpose of this thesis is to show how the classroom teacher may analyze and give individual

instruction within the classroom while carrying on additional classroom activities.

In the belief that the individual child experiencing reading difficulty may be helped within the classroom, various studies of individual children have been made and recorded over a period of several years. These studies have been taken from the second, third and fourth grades of several of the Omaha Public Schools.

GENERAL PRINCIPLES OF READING ANALYSIS AND TYPES OF READING DIFFICULTIES

The studies which follow were recorded over a period of several years in the hope that some significant help could be found for the individual child experiencing reading difficulty.

These children were selected because they showed definite indications of reading difficulty through low scores made on tests of reading skills; or because they had little understanding of primary reading.

Each child's tests were analyzed carefully in order that the general pattern of reading difficulties might be determined. His oral reading was observed and a careful check of reading errors made.

A careful inventory check-up of the child's behavior in the classroom, his native endowment and environment, his health and his mental state of mind was secured. This was done by means of conferences with the parent, with former teachers of the child, and with the child himself. Additional information was gleaned from the child's Health Card and Cumulative Record Card.

In studying most children, it was found that the various factors and manifestations of trouble were not at all exclusive. Instead there was considerable overlapping. The combined influence of slightly defective hearing or vision, frequent change of schools or fear of punishment were some of the factors which interfered with the child's learning to read. Failure was an individual matter and no two cases were absolutely identical. The failure-patterns, however, overlapped and the ideas and means of attack used for one child's difficulty were used to help many other children.

Observation of the child's behavior when he tried to read was a method which was used.

Observation of the child's behavior in other class situations such as play and recreation was helpful in analyzing the child's emotional balance and behavior. Daydreaming on one child's part was merely an effort to avoid the unbearable situation he found in attempting to read.

Questions which were used to help in the analysis were such as the following:

Does the child act defeated?

Does the child compensate for poor mastery of reading?

What is the child's emotional condition?

Is he aggressive?

Is he timid?

What of the child's motor control?

How does his posture reflect his attitude?

Is he a shrinking or shy type of child?

Is he socially well-adjusted?

Is the child apathetic, yawning or sleepy?

Is he irritable or nervous?

Does the child's speech show any of the following defects:

Baby talk?

Lisping?

Stuttering?

Nervous disorder?

Through the study of the Health Card and reports from the Doctor or Nurse, observations were noted on the following pertinent facts:

Age

Height

Weight

Vision

Hearing

Teeth

Nose and throat condition or disorder

In free reading situations observations were made of the movement of the child's eyes. This was done by the observer sitting opposite the child.

Facts to be noted were:

How many eye fixations were made when the child tried an unfamiliar word?

How many fixations were made in reading a line?

What of the return sweep of the eye?

In checking on hearing acuity, particular attention was given to analyze the attention the child gave his classmates during free conversation.

Supplementing these observations were the test results of intelligence, reading readiness and reading accomplishment type tests.

At the beginning of the school year in first, second and third grades the Reading Readiness Tests devised by Louise W. Putzke of the Elementary School of the University of Chicago and the Research Department of Row, Peterson and Co. were used. These tests are based on the school's basal reader, the Alice and Jerry Series, and while these tests are not

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15. Mabel O'Donnell and Alice Carey, The Alice and Jerry Books and Readiness Tests

standardized, they have proved to be very worthwhile in helping place the children with reference to necessary help in reading.

The Second Grade Test of this series which is referred to in this thesis, is built to place pupils in one of three groups. Those children whose scores fall in the low group are advised to review vocabulary of the first reader and make full use of the parallel first reader, and a readiness second reader. Much emphasis on sight vocabulary, word meaning and paragraph comprehension is recommended. Those whose scores fall in the average group are advised to start work by quickly reading the readiness second reader and then advancing to the basic second book. All pupils who rank high on the test can begin at once with the reading of the basic second reader.

The Third Grade Readiness Test is built to test in like manner with special stress given to paragraph comprehension, word meanings and word recognition techniques. The scores are grouped in three parts: low, average and high.

The standardized Gates Primary Reading Tests have also been used. These tests come in three forms and include three types, namely; Word Recognition,
Sentence Reading and Paragraph Reading.⁷

7. Arthur I. Gates, Gates Primary Reading Tests
and Manual

The first of these tests, that of Word Recognition measures the degree to which a pupil can recognize without error representative primary words. These words fall within the first thousand words of the Gates primary list.

The second of the tests measures the ability to read sentences of increasing length and difficulty. Here the child can utilize many skills such as the use of context to aid in recognizing or knowing the word.

The third of this series, Paragraph Reading, measures the child's ability to read complete thought units and execute what is asked.

According to the manual accompanying these tests which are made and edited by Arthur I. Gates:

This team of tests may be used for many purposes, such as (1) to determine which pupils in a class need special help in reading; (2) to ascertain to what grade each pupil's ability corresponds; (3) to find out how well each child is reading in relation to his intelligence; (4) to compare the average attainments of a class with the national norms or with other classes; (5) to determine the particular kind of instruction needed by an individual pupil of any level of ability; (6) to measure results obtained from a special experimental program of instruction.

7

7. Arthur I. Gates, Gates Primary Reading Tests and Manual, pp 7-8

The Gates Primary Reading Tests have been standardized, and norms based upon approximately 250,000 records obtained from schools in all parts of the United States.

The Kuhlmann-Anderson Intelligence Tests¹⁰ and the National Intelligence Tests¹³ were used to help the teacher judge the child objectively from an intelligence standpoint.

After analyzing these tests, studying the child's history gleaned from Cumulative Records and Health Cards, conferring with parents and former teachers, checking the environment and background conditions; a tentative program was planned.

Individual work lessons were planned for the child experiencing difficulty. This was done through the use of stories, games and drills which were on the child's achievement level and which were applicable to his individual needs. Attempts were made to fit the method and material to the needs of the child.

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10. F. Kuhlmann and Rose Anderson, Kuhlmann-Anderson Tests
13. National Research Council, World Book Co.,
National Intelligence Tests

It will be shown, therefore, in the following studies that analysis of factors contributing to the reading difficulties being experienced by children have been noted in two forms--descriptive and causative.

In the descriptive analysis the examiner has detailed as completely as possible the nature of the child's reading disability through testing and subjective observation.

The studies have been arranged in groups according to the type causative factor most responsible for the necessity of individual study and analysis. These causative factors have been classified into five groups--physical, emotional, intellectual, educational and environmental.

READING DEFINITION AND PLACE IN THE PRIMARY SCHOOL

Reading has had many definitions during the ages and periods of history, and any number of methods of teaching reading have come and gone.

Today, as in the past, reading is considered one of the most important tool subjects. However, the emphasis is now placed on reading as a tool in learning. Nila Banton Smith points out:

Reading constitutes about eighty per cent of the study of elementary-school pupils and seventy-five per cent of the study of high school pupils. If we are to do good academic work in our schools, our pupils must be good readers.

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Many authorities in the field of reading define reading in various ways. The joint opinion of M. E. Broom, M. A. Duncan, Dorothy Emig and Josephine Stueber in the book, "Effective Reading Instruction" is:

Reading is a tool of the acquisitive mind; it is the vehicle for obtaining ideas that cannot be transmitted verbally. The individual who reads well has at his command a means for widening his mental horizons and for multiplying his opportunities for experience. Reading is a crucial factor affecting intellectual and emotional growth.

3

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17. Nila Banton Smith, American Reading Instruction
Chap. I - VIII
3. M. E. Broom, Mary Alice Duncan, Dorothy Emig,

Josephine Stueber, Effective Reading Instruction, p 1

The Iowa Elementary Handbook on Reading defines reading as:

Reading is one of the most important experiences a child is to have in his school life. For that reason it should be a pleasant experience, it should receive a large share of the time allotment, it should form a part of the program of every school year, and its methods should be well understood by the one who is to teach or supervise it.

Reading is not to be thought of as a group of skills to be mastered, nor a list of books to be read. Rather, it is a series of experiences which help the child in his living. These experiences are concerned (1) with solving problems of the world about him, or his own personal problems, (2) with spending his leisure time, (3) with widening his interests, (4) with cultivating his tastes, (5) even with forming his ideas, attitudes, and opinions.

9

The Thirty-Sixth Yearbook of the National Society for the Study of Education Committee believes:

14

Any conception of reading that fails to include reflection, critical evaluation, and the clarification of meaning is inadequate. Efficient readers do think about what they read while they are reading it.

9. Iowa Elementary Teachers Handbook Vol. II,
Reading, p. 11

14. National Society for the Study of Education,
The Thirty-Sixth Yearbook Part I
The Teaching of Reading: A Second Report, pp 25-26

The attainment of reading attitudes and habits appropriate for contemporary needs, requires a much more comprehensive program of reading. It will not be sufficient to plan merely for the development of habits that underlie accurate recognition, speed, and comprehension in silent reading, and fluent oral reading. Equally, if not more important is the need for the development and refinement of habits of interpretation, critical evaluation, and the application of the facts apprehended. Since these processes are of primary importance in all curricular fields, appropriate guidance should be provided wherever reading aids in enriching experience, in stimulating thought, and in modifying personality.

Since reading is now conceived as being intimately related to the entire use of language, an effective reading program cannot be separated from the rest of the language arts. An effective reading program starts with the beginning of spoken language and its background is a program of meaningful experiences. Grace Storm defines reading in like manner:

Reading is essentially a matter of meanings. Whenever we read in life we read because we need the message which the printed page conveys to us in furthering some purpose which we have in mind. We read the 'Stop' and 'Go' signs so that we will know when to cross the street, we read the directions for making a beaded bag so that we make the bag correctly, we read the newspaper in order to find out what is going on in the world about us, we read a bit of fiction for the pleasure it gives us. In every instance we read for meanings. Children's

first contacts with the reading activities should be of such a nature that, they too, may read for meanings from the very outset. This necessitates the provision of background experiences upon which early reading materials are based, so that children may have an apperceptive basis for interpreting what they read. Symbols without meanings are but empty shells; we must provide clear, rich, full background concepts in order to fill these empty shells with the meat of meaning.

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The best known method of present day reading is to emphasize the all-round development of the child. The teacher's progress in guiding and increasing the reading ability of the child depends upon the immediate discovery of the child's present ability and specific needs.

Since all children do not come to class with the same degree of reading readiness, reading ability, physical growth and perfection, mental stability, or social-economic background; many devices and methods must be used to best suit the individual child within the classroom.

18 Grace E. Storm, Reading Activities in the Kindergarten and Primary Grades, p. 30

Reading should become a meaningful tool which the child may use to find out information, and with which he may entertain himself and others. It should have a very important place in the primary program, and should be presented in such a way that all individuals in the classroom may find successful mastery and progress to some degree.

PHYSICAL FACTORS

The following case studies have been grouped together because the individual children observed have shown definite physical disabilities of one type or another.

Visual Disabilities

A child suffering from a visual defect as characterized by excessive reversals was A. J. He was a boy of seven years and two months age, who entered the first half of second grade last year. He reversed the word by viewing the word from the right to the left. He viewed the letters in reverse order and consequently produced such errors as was for saw, on for no, and pat for tap. He started reading the line of reading from the right-hand side instead of the left. A. J. also transposed the letters within the word in such a way as to call inch--chin or stops--spots.

No visual defect for this child had been recorded on his Health Card. He was again checked by the school nurse, and no visual disability noticed.

Realizing that a poor transfer of eye-motor habit in observing objects was probably responsible for his habit of reversal, individual drill was prepared for this child.

For several days A. J. was not asked to do any text book reading. Rather, he was given sheets of paper on which drill had been arranged to help him overcome his reversal tendency.

Such a drill, a saccadic drill, using meaningless symbols, was used to compel the eyes to execute the movements necessary for skilled reading. The drill was presented daily for a week, but only for a short period of three minutes each session. This drill was placed on a chart which was within the child's line of vision. The chart provided for normal left to right movement of the eyes, and for the return sweep of the eye. The following type chart was used:

| | | | | |
|---|---|---|---|---|
| o | o | o | o | o |
| o | o | o | o | o |
| o | o | o | o | o |
| o | o | o | o | o |

The length of interfixation movement and number of fixations was varied in different exercises in order that a more pliant pattern of eye movement could be built up for this child.

Definite instruction in looking at the word from a left to right direction was taken up in board study. Use of a pointer to demonstrate the direction, looking at the word always from a left to right direction, and never reviewing the word from the opposite direction was stressed.

A lesson was planned to show A. J. how he was changing the meaning of his reading by erroneously seeing was for saw. The words were printed one underneath the other, and the words were used in sentences to demonstrate the idea.

The boy saw a dog.

The boy was a dog.

The boy sat on a log.

The boy sat no a log.

Daily word study with the use of a pointer, definite use of saccadic drill for short periods each day, use of finger movement across the line as a guide for the eye; and definite study of initial

sounds aided A. J. in overcoming reversals and brought about increased speed and comprehension in reading.

Proof of improvement from test results of the Gates Primary Reading Test are as follows:

| Scores | September | June |
|-------------------|-----------|------|
| Word Recognition | 8 | 36 |
| Sentence Reading | 3 | 38 |
| Paragraph Reading | 1 | 20 |

These scores may be interpreted in Reading Grade according to Gate's Manual as follows:

| | September | June |
|-------------------|-----------|------|
| Word Recognition | 1.5 | 2.90 |
| Sentence Reading | 1.5 | 2.90 |
| Paragraph Reading | 1.6 | 2.75 |

The Reading Age from these scores are as follows:

| | September | June |
|-------------------|-----------|-------|
| Word Recognition | 6-8 | 8-5 |
| Sentence Reading | 6-8 | 8-5 |
| Paragraph Reading | 6-9 | 8-2.5 |

C. C., another child in the second grade found reading difficult because of his inability to distinguish letter forms. He substituted such letters as b and d, p and q, m and n, h and n.

The boy's chronological age was six years and eleven months. He was a small boy, but his Health Card showed a history of good health. The child's vision was not satisfactory according to the nurse's check-up, and after conferring with the parents, the child was fitted with glasses.

However, careless habits of observing letters and parts of the word still caused C. C. great difficulty. Individual instruction was planned. Check lessons with letter form in mind were made and given C. C. as seat-work. Instruction in writing the letters, tracing the letters on the board in manuscript and on paper aided in making the child alert to the appearance of the letter.

A sample of the lesson seat-work planned is as follows:

Here are two letters which look something alike.

b and d

They are not exactly alike. Look at them.

b has a hump on the right side of the line.

Look at b.

d has a hump on the left side of the line.

Look at d.

Make a row of b's. _____

Make a row of d's. _____

Draw a ring around all the b's in the following:

| | | | | | | |
|---|---|---|---|---|---|---|
| b | d | d | b | d | b | d |
| d | b | d | b | b | d | b |
| b | d | d | b | b | b | d |

Still other exercises C. C. was asked to do were with the letters p and q, or m and n.

The boy was asked to look through an easy text book which had clear type, and find all the words which began with b or d. He was asked to write these words down under headings of b words or d words.

Using mimeographed material, C. C. was instructed to go through reading material marking words which began with p. Another time he was asked to mark words which began with b or d.

When presenting new words in vocabulary drill initial sounds and blends were stressed. Word families were built, and likenesses and differences of words were observed.

C. C. rarely confused letter forms now, has gained much in reading ability and mastery of vocabulary. His visual aid (glasses), improved habits of perception, increased interest in reading and success in reading have all aided C. C. in his work. The following scores and interpretation of the test show his definite gain.

Gates Primary Reading Test

| Scores | September | June |
|-------------------|-----------|------|
| Word Recognition | 6 | 34 |
| Sentence Reading | 5 | 38 |
| Paragraph Reading | 3 | 19 |

Reading Grade

| | | |
|-------------------|------|------|
| Word Recognition | 1.45 | 2.70 |
| Sentence Reading | 1.42 | 2.90 |
| Paragraph Reading | 1.50 | 2.60 |

Reading Age

| | | |
|-------------------|-------|-----|
| Word Recognition | 6-7.5 | 8-2 |
| Sentence Reading | 6-7.2 | 8-5 |
| Paragraph Reading | 6-8 | 8-0 |

S. R., a nervous little girl of eight years and one month entered the second grade class. She had great difficulty writing and reading manuscript and the reading of very easy material proved very difficult. She reversed words from right to left, from the middle of the word to the end, and often merely guessed at the word with no attempt at analysis.

In checking her vision it was found that she had been wearing glasses from the time she was four. She had a very severe case of myopia.

Nervousness and poor motor control affected her ability to write. Definite left-handedness was noted in all S. R. 's activities, and it was felt that this might be one of the causes of the reversal tendency in reading. Excessive study of unfamiliar words which S. R. had been required to study by her parents was found to be another cause.

Definite observation of S. R. 's eye movements in attempting an unfamiliar word was made, and it was found that she made many fixations on a single word looking at it from the end, from the beginning

from the middle, looking at the picture on the page and back to the word, hoping to find some clue. She often tried to sound out some of the letters, another means of looking back over the word in the wrong direction.

Definite vocabulary was begun by presenting words with association either visual or auditory, using the child's experiences.

Making a dictionary of S. R.'s word accomplishment was one form in which she wrote in manuscript and became conscious of the left to right make-up of the words.

Saccadic drill was also given daily for periods of approximately three minutes.

Using the finger as a guide while reading easy, well-illustrated material was allowed.

Experience chart and board stories printed in large type with yellow chalk were read with the aid of a pointer.

Writing and tracing words to help control the direction of movement from left to right was practiced daily.

Using rhymes with visual study of the rhyming part was another form of remedial instruction in S. R.'s case.

Definite praise when work was correct aided as much as the definite plans, since S. R. was also affected by great mental strain. She was very conscious of her inability to read, and felt very ashamed.

Daily definite individual instruction with material suited to S. R.'s case led this girl to gain in reading in such a way that when tests were given at the close of the semester the following progress was noted:

Gates Primary Reading Test

| Score | September | June |
|-------------------|-----------|------|
| Word Recognition | 5 | 33 |
| Sentence Reading | 3 | 36 |
| Paragraph Reading | 1 | 19 |

Reading Grade

| | | |
|-------------------|------|------|
| Word Recognition | 1.4 | 2.65 |
| Sentence Reading | 1.35 | 2.70 |
| Paragraph Reading | 1.4 | 2.6 |

| Reading Age | September | June |
|-------------------|-----------|------|
| Word Recognition | 6-7 | 8-1 |
| Sentence Reading | 6-6.5 | 8-2 |
| Paragraph Reading | 6-7 | 8-0 |

Under no consideration must the reader feel that the visual defects mentioned are the sole cause of reading difficulties. In analyzing reading difficulties, many overlapping factors are found, among which visual defects may be an important one.

Monroe and Backus point out the fact that visual defects affecting reading are refractive errors which interfere with visual acuity, eye-muscle imbalance, restrictions of the visual fields, and ocular defects such as squinting and blinking.

They contend that the presence of these factors should be determined by an eye specialist; but that the teacher can observe the children and can identify those who seem to have reading difficulty because of ocular handicaps.

Definite characteristics which would lead one to suspect visual defects have been noted by these two authors and are as follows:

- 1-Excessive reversals.
- 2-Excessive line skipping, word and letter omissions, and repetitions.
- 3-Extremely slow rate of reading.
- 4-Errors in words of similar configuration, such as oat, cat, eat; bend, hand, hard, etc.
- 5-Evidences of eye-strain during reading, such as blinking, frowning, squinting, watering eyes, complaining of eyes or headaches.
- 6-Unusual positions of holding the book, very near, very far, or turning head or book sideways.

12

11

Lillian A. Lamoreaux and Dorris May Lee have very definitely shown many of the reasons why children are unable to grasp reading, and point out the fact that the child must be able to see well; and this means more than just seeing tables and chairs and objects in a picture. The youngster's eyes must focus exactly so that he may see every part of the material clearly. He must be able to distinguish very small differences such as between

12. Marion Monroe and Bertie Backus, Remedial Reading
pp. 18-19

11. Lillian A. Lamoreaux and Dorris May Lee, Learning to Read through Experience, p. 2

n and m; l, t and f; h, b and d; p and q; c and e; distinguish between went and want; then, them and than; hot and hat; bag, big and dig; and others too numerous to mention. The child must be able to see these things with a left to right movement of the eye.

Luella Cole points out the fact that when pupils enter school, only approximately twenty per cent have absolutely normal, fully developed eyes. About fifteen per cent of young children are near-sighted and forty per cent have a sufficient degree of astigmatism to need correction. About sixty per cent are far-sighted, and many muscular disturbances⁴ bother another twenty per cent.

Definite instructional aids within the classroom may be utilized to aid the child having visual handicap, along with a very definite aid in the form of glasses. Schools may help if vigilant care is used in proper lighting, use of legible printed material, especially needed in home-made seatwork.

4 Luella Cole, The Improvement of Reading, p. 23

Carefully planned lessons on vocabulary, chart work, word analysis may be given with reference to the child who needs special help in overcoming reversal tendencies, or the child who confuses letters and word forms. Games such as Anagrams can be used to aid the child form words with direct attention to formation and a left to right procedure. Games to find the likenesses or differences of words such as the following are also helpful:

If these words are the same leave them alone.

If they are different put a line through them.

saw.....was
 after.....after
 of.....for
 no.....on
 pat.....tap
 gone.....gone

Many youngster's eyes are easily fatigued when reading because of poor muscle balance of the eyes. Definite muscle exercises for the eyes are fun for the children and prove themselves invaluable for the eyes. One helpful exercise is to watch a pencil

being slowly moved toward the eye from a position of about a foot away. Use of the old-fashioned stereoscope with Keystone cards is another very easy way to help balance the eye muscles.

Auditory Defects

E. W., a little girl of eight years and six months entered third grade, and showed very definite reading difficulty. She appeared very quiet and retiring, held her head with the right side turned to the speaker, and often did not answer the conversation and questions asked her.

She found work in reading, social studies and numbers very difficult to master. E. W. seldom participated in class discussions.

When the Western Electric Audiometer Test was given, it was found that this child had a hearing loss in the right ear and was almost deaf in the left ear.

A conference with the child's parents was held, and the child was taken to the doctor who gave definite medical treatment.

The speech teacher was conferred with, and lessons in lip reading were given by this teacher in the child's home.

Whenever any class instruction was given, the instructor kept this child in mind; and stood close to the child's desk so that she could be heard and the child could see the lips of the instructor. Checking to see if the child knew what to do with assigned work took only a second, and gave the child a feeling of security in going on with the preparation of her lesson.

Reading vocabulary words were presented with association wherever possible by object or action.

Confusion of ch and sh was one noticeable oral defect E. W. made. Visual stress of these words was noted by having the child find all the words beginning with sh and ch in a certain story. Building words and families with sh or ch as the beginning of the word was another idea which was used to help her distinguish between the two.

Helping this child utilize other faculties, starting her education in lip reading, finding the acute hearing loss so that help could be given medically to save any further loss, giving the child

help in overcoming poorly mastered basic work aided this child's reading ability to such a degree that she was able to make average progress with her class.

Definite growth in reading ability was shown in her ability to read many more books of her grade level. No definite test rating was made of this girl.

Misunderstanding oral instructions is very common among primary children. Many times this happens because the child is absorbed in some other activity, but often the case is because of a lack of hearing acuity. Such was the case of B. W., a very shy boy of seven years and fourth months who entered second grade.

B. W. was a very nervous, timid child. He was ten pounds underweight and was unable to gain weight because of stomach trouble. His parents were most concerned about his health, and had been doctoring this youngster for several years.

His former teacher had placed the child in the lowest group of readers in her class because he had missed much school time because of illness.

After the Second Grade Alice and Jerry Reading Readiness Test had been given, it was found that B. W.

was quite capable of doing much better work than he was being required to do. His total score put him in the average group indicating that he should not have to repeat any first grade preparation, and that he should start instruction in the readiness second grade material.

Noticing that B. W. held his head to one side in order to hear class instruction, and that often he did not follow directions because he was not aware that they had been given; he was tested by the nurse and it was found that he had a slight hearing loss in both ears.

Instructions were given in a louder voice, and the attention of this child was focused on the visual aids of watching lips and facial expressions of those talking. Help was given in associating new words in vocabulary development by presenting them with picture help or action help.

Ear training through games was given to the class for the special benefit of B. W. Having the children pretend to be parrots and repeat what the teacher said, is one method that was used with B. W. Imitating sounds and playing train or a chugging motor-boat or an airplane were still other ideas which were used. Making the child conscious of

sound helped very much, since this child had allowed his slight hearing loss to make him rather unconscious of sounds around him.

Definite ear training and conscious watchfulness to see that B. W. had the assigned preparation helped this child place himself in the group of superior readers by the end of the school year; and work up to the capacity which the I Q of 123 showed he should.

Growth in reading ability was shown in comparison of the two Reading Readiness Tests, the second Readiness Test being given at the beginning of the school year; and the Third Readiness Test being given at the end of the same year. In the second Reading Readiness Test his total score placed him in the average group; while his score in the Third Reading Readiness Test advanced him to the highest group with an almost perfect test score.

Definite knowledge of the lack of hearing acuity, help in ear training and assisting the child to work up to capacity through planned activities and commendation when work was well done; all aided B. W. to become an interested and superior reader.

Unsuspected numbers of children have difficulty with the mastery of reading because of partial deafness in one or both ears or hearing losses of various degrees.

Monroe and Backus support this conclusion by stating that partial deafness may contribute to faulty discrimination of sounds both in reading and in speech. Children who are partially deaf or lack proper sound discrimination often show some of the following characteristics in reading:

- 1-Excessive errors in the vowel and consonant sounds of words.
- 2-Additions and omissions of sounds.
- 3-Speech defects in conversation and in oral reading.
- 4-Confusion of words which sound nearly alike.
- 5-Inability to use phonics as an aid to word-recognition.
- 6-Inattention while others read aloud.
- 7-Misunderstanding oral directions.

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Individual aid was given to children experiencing reading difficulty because of hearing loss by:

Giving instruction in speech and ear training within the classroom.

Seating the child in a position so that he may see and hear the instructor when definite instruction is taking place.

Presenting new vocabulary words through associations with objects, pictures or actions.
Presenting word discrimination drills.
Training child to watch lips and facial expressions of the speaker.

Physically Debilitating Conditions

Absence from school during basic reading instruction produced for C. B. a handicap which she found difficult to overcome. C. B. was seven years and three months chronological age when she entered second grade. She had been absent thirty-six and a half days during the second semester of the first grade because she had measles and chicken pox.

C. B. 's I Q was 118 according to a Binet test given during her Kindergarten days, and the first grade teacher promoted her since she felt that repeating the whole year would be a waste of time for C. B.

C. B. cried in school and appeared upset when she could not find success in reading even the easiest of primers. She approached tantrum state several times when she could not do what was

expected of her class. C. B. guessed at words, omitted many and recognized very few in any given paragraph. She had no ability in recognizing words from context, reversed letter formation in words by calling was-saw, on-no; reversed numbers by writing 24 for 42, 61 for 16; turned 3's, 6's, 9's around in writing her numbers. This child was a left-handed printer.

In checking the Health Card of this child it was found that a definite anemic condition existed which had been treated since the child was approximately three years of age. She was underweight.

Measles which the child had contracted when six years of age had been a very severe case, and the child's eye condition had been weakened. C. B.'s eyes were easily fatigued with reading.

Conditions within the home were not of the best. Definite marital stress between the father and the mother was reflected in the child's conversation. Because of financial conditions the family were living with the father's family, and the children had to be very quiet within the home because of an aged grandfather.

Definite left-handedness had not been bothered

with at school, but the parents had attempted to stress right-handedness in eating habits.

The reversal confusion that C. B. had with words and numbers was assisted by the definite left-handed dominance which had been meddled with by the home. Definite drill on beginnings of words, saccadic drill to strengthen left to right tendency in looking at words helped. Short but definite drill on reading led to improvement but did not fatigue or overtire eye muscles or C. B. 's general condition.

The use of easy vocabulary and easy primer material allowed the child to achieve success in reading, and was what the second year Reading Readiness Test indicated was necessary.

Use of phrases on long cards for pre-study before oral reading aided C. B. Drill on vocabulary through the use of games and game suggestions on the board aided the child's interest in increasing her vocabulary.

Using a liner under the lines of reading helped in keeping the eye movement from left to right.

Definite work on the child's level of achieve-

ment, shortened but directed study periods, rest periods and an additional small lunch of graham crackers and milk during the morning session, visual aid through fitted glasses, and definite drill on overcoming reversal tendency all aided C. B. in mastering the first grade material she had missed and allowed her to measure up to an average reader on the Third Year Readiness Test of the Alice and Jerry Series at the close of the second grade.

Checking on her accomplishment through test results, the following comparison is made:

September--Second Reading Readiness Rating--Low
June--Third Reading Readiness Rating--Average

Gates Primary Reading Tests

| Score | September | June |
|---------------|-----------|------|
| Type I | 4 | 34 |
| Type II | 3 | 37 |
| Type III | 2 | 21 |
| Reading Grade | | |
| Type I | 1.35 | 2.70 |
| Type II | 1.35 | 2.80 |
| Type III | 1.45 | 2.90 |

| Reading Age | September | June |
|-------------|-----------|------|
| Type I | 6-6.5 | 8-2 |
| Type II | 6-6.5 | 8-3 |
| Type III | 6-7.5 | 8-5 |

E. E., a very large, over-developed girl of nine years and eight months had an I Q of 73 on the National Intelligence Test with a corresponding mental age of seven years and one month. Reading was extremely difficult for her to master. She could not read well orally, substituted and omitted words, repeated and miscalled many others; and saw very little aid in attacking new words through context clues. E. E. was in the fourth grade.

Appearance of this child made one suspect strongly that a deficiency in pituitary condition existed. Conference with the parent was held, and physical examination and diagnosis suggested as a help for this child's school work and general condition. However, up to this time no diagnosis has been made.

Individual instruction within the classroom consisted in providing material of much easier type with subject matter relative to that which the remainder of the class was studying, so that

the child could work at her own rate of speed, and yet have a feeling of belonging and partaking in group situations.

Primary presentation of vocabulary and phrase drill was given individually to this girl and slow success according to this child's rate of ability is being achieved within the classroom.

Definite glandular treatment given to a girl having reading difficulty has shown marked results of improvement.

J. N., a girl of nine years and three months chronological age was experiencing great difficulty with all her school work in the fourth grade. Her mental age was eight years and three months with an I Q of 89 according to the National Intelligence Test.

She had a definite speech defect, poor muscular control, poor comprehension of instructions and directions; and showed by every reading readiness test given from first grade through third grade inclusive that she was not ready for the grade level in reading to which she had been promoted.

J. N. yawned and twisted her hair while reading. She read very slowly in a second grade reader, repeating and miscalling many words, and leaving out many others. She was unable to grasp meanings readily and did not reason well.

Her number concepts and number problems involving reading material were beyond her accomplishment.

Her mother conferred with the school nurse and the teacher, and was willing to have the child checked by the doctor. Medical aid was given for glandular deficiency of the thyroid.

The reading load had become so heavy that J. N. felt a complete sense of failure, and inability to attempt any new work. Her abnormal physical condition produced by glandular disorder and frequent colds added to the difficulty.

Instruction on primary material with the thought in mind that the material be considered as new both by the teacher and the pupil has proved successful. Material is chosen relative to the project being studied by the other children wherever possible. The child should not be made to feel embarrassed by reading baby material, or by feeling left out of class discussions.

Seatwork was planned to strengthen the basic vocabulary work. Lessons on speech were given within the classroom, supplementing those given by the speech teacher.

This girl has not been tested on reading accomplishment type tests since medical treatment has been given, but she has shown much growth in daily assigned reading lessons. Her listless attitude and yawning has been overcome, and a feeling of success and interest is being shown in school work by this child.

Infantile paralysis when he was one and a half years of age caused G. C. definite speech difficulty and a poor background condition for reading.

G. C., a youngster of ten years of age, entered the second grade during the last semester. He had such a bad speech defect that he could hardly be understood when he talked.

His speech difficulty appears to be an articulatory disorder. He mispronounces every consonant in the alphabet. His vowel sounds are correct. Medical authorities who have checked this child attribute this speech defect to the paralytic condition caused by either meningitis or polio when

the child was about one and a half years of age.

In addition this boy has had a very noticeable visual defect to fight. His Health Card showed the following report on his visual condition:

| | | | | |
|----------|------------------|-------|------|-------|
| 1/10/'42 | Vision Right Eye | 15/15 | Left | 15/70 |
| 2/15/'43 | | 15/15 | | 15/70 |
| 5/19/'43 | | 20/20 | | 20/30 |
| 2/28/'44 | | 15/15 | | 15/30 |
| 5/8/'44 | | 15/15 | | 15/30 |
| 4/4/'45 | | 15/15 | | 15/20 |

Medical advice had been sought in 1943 for this visual difficulty, and no refractive error was found. The doctor prescribed that the child wear a patch over the right eye.

Special eye muscle exercises are being stressed in class in the hope that it will help balance this youngster's eyes, and benefit other children who have a slight weakness in muscle balance.

G. C. is very shy, but he is willing to comply with any request. He is a very likeable child, and has made friends with children quite readily, since they all wish to help him, and are eager to include

him in their activities.

G. C. has been in three different schools in Omaha within the last year, and has also spent some time in California schools. His older brother, who is thirteen and in the third grade, has a very serious condition of the heart.

The father is in the armed services, and the mother is financially hard-pressed. She cannot work and take care of the older boy who is often unable to attend school.

G. C. entered late in the semester and was not given the Reading Readiness Test. He found reading very difficult to master, and was unable to read so that anyone could understand him. When tested on the Kuhlmann-Anderson Intelligence test he scored an I Q of 90.

Material of easy reading level having large print was given him. A marker was used to help him keep his place.

Speech instruction and help within the classroom has been started using games and drills on letter sounds. This is to supplement regular instruction from the speech teacher who is able to work with this child once every two weeks.

Improvement in daily vocabulary mastery has been noted, but this child has not been in this class situation long enough to warrant any check-up of individual help and growth.

M. J., a boy in the fourth grade has had a very interesting case history, and has shown great improvement in overcoming poor motor control and a very definite speech defect. His chronological age is ten years and five months, and his mental age according to the National Intelligence Test is eight years and six months, with an I Q of 81.

This child was unable to talk until he was about four years of age. He spent two years in the Kindergarten, and by the time he was admitted to the first grade he had become quite fluent in speech although much of his speech was hard to understand because of great speech difficulties and stammering.

The child is exceptionally nervous, and hand-work of any kind is still almost impossible for him to do as the muscle coordination and control of the hand is still very weak.

M. J. has been in two schools, and came to us in the second grade. The Reading Readiness Test

given at that time showed that M. J. was in the low group and indicated that he needed much strengthening work in word mastery and meaning. Easy material was given for his reading assignment, the vocabulary was presented through experience, association and action method; and good progress was noted in grasping the fundamentals of beginning reading. Oral expression was very difficult, and definite work with the speech teacher proved helpful.

The Third Year Readiness Test score placed the child within the average group showing that good progress had been made during his second grade work, and that he was able to do average third grade reading.

During the third grade it was noticed that the boy held his book close to his face, and often visual word images were confused and blurred. A check was made of his eyes, and the child was fitted with glasses to correct muscle imbalance and a slight case of astigmatism.

M. J. is very anxious to learn, and very embarrassed when he makes a mistake. He is still clumsy and awkward in his movements, and stumbles in his walking.

He seems confused when directions are given,

and his confusion appears to increase because of the emotional stress of wishing so hard to succeed, and his many failures.

Speech instruction has helped the boy in the two year period in which he has been observed. He can now be understood in conversation, and his reading is understandable.

Visual aids have helped immensely. Work with material on the child's level of accomplishment and level of success have also helped in overcoming the emotional upset and confusion M. J. has been under. He is more composed, and reads with understanding and comprehension hard third and average fourth grade material.

Considering his handicap of delayed speech, visual defect and lack of motor control, M. J. has made better than average progress within the last two years; and it is felt that the program of instruction planned will bring the youngster up to the average of his class within a year.

Excessive vocalization among primary children is often noted, and if it is not corrected it becomes a hindering factor in the speed of the silent reading a child needs to accomplish good work in Social Studies and advanced reading.

B. P., a very intelligent understanding reader of seven years and eleven months, vocalized to a very marked degree. He had an I Q of 112 and a mental age of eight years and six months. His oral reading was superior. However, he read everything with his lips, and often read to himself in a soft undertone.

Individual instruction and help needed to be given on this one noticeable error--excessive vocalization.

The child was told to put his finger on his lips to help him remember, but this did not seem to help. Then it was suggested that he put his two fingers between his teeth, and when he vocalized he bit his fingers. He thought this a good joke on himself, and soon overcame his bad habit.

From the foregoing studies it may be seen that children have trouble with mastery of reading because of physical defects over which in many instances, they have little or no control.

Glandular disorders such as a deficient secretion of the thyroxin hormone of the thyroid causes a sluggish rate of reaction. An excessive secretion of this same hormone produces excessive activity, irritability and nervousness.

A deficiency of the pituitary gland often affects the thryoid, and also brings on sluggishness
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or slowness.

Since reading involves many finely coordinated muscular movements, any factor affecting such a control should be investigated as a possible factor in reading deficiency; and if possible the parent should seek medical advise and care in aiding the
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child suffering from such physical defects.

The teacher may suspect such physical defects when she notes:

- 1-Malnutrition with under or overweight
- 2-Lack of physical stamina-anemic condition
- 3-Yawning, fatigue, sleepiness
- 4-Inability to concentrate on reading
- 5-Apathetic, listless behavior
- 6-Irritability, hyperactivity, nervousness
- 7-Excessive absence
- 8-Poor motor control observed through:
 - a-Excessive reversals and repetitions
 - b-Line skipping and losing place
 - c-Erratic, impulsive behavior with frequent failure to attend to reading for more than brief periods
 - d-Variations in the rate of reading, such as very slow rate or impulsively rapid, jerky, or spasmodic reading.
 - e-Stammering during oral reading
 - f-Erratic, uncontrolled eye-movements.

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16. Laurance F. Shaffer, The Psychology of Adjustment, pp. 325-334
 12. Marion Monroe and Bertie Backus, Remedial Reading, pp. 20-21

EMOTIONAL FACTORS

The following case studies have been grouped under the classification "Emotional Factors" because definite emotional disabilities have been found in each case which have retarded reading, or reading has become associated with some unpleasant emotional experience and additional difficulties have been noted in the individual child's case.

One of the commonest emotional factors which is apparent in Kindergarten work is that of emotional immaturity. By the time the child has been in school several years, he has usually gained much in assuming his own responsibilities; but there are occasional children even in the second and third grades who are emotionally immature. Such was the youngster whose case we describe.

T. R. was a very intelligent boy of seven years and one month. His I Q on the Kuhlmann-Anderson Intelligence Test was 107. His Reading Readiness Test at the beginning of the second grade was low, showing that review of first grade vocabulary and work on the readiness reader for second grade was necessary. T. R. had a very unusual speaking

vocabulary, and gave very intelligent answers about civic events gleaned from listening to adult conversation and the radio.

Much absence of half days, complaints of headaches and spells of feeling sick when he was in school was the reason for an early conference with the child's mother. The mother had kept the child home on many mornings because he complained of feeling ill, and then the mother noted that when the child was home he soon felt fine and wished to play.

Since the spells of illness were becoming daily events, the mother had the child checked by the family doctor, who found nothing physically wrong.

T. R. attended school more regularly, but he still invented symptoms of illness and wished to go home to his mother. When he was told there was nothing wrong and that he couldn't go home, he cried and said that he was afraid that his mother would not be home by the time school was dismissed. He was allowed to phone home to be reassured that his mother was there and would be there when school was over.

The mother came to school and visited several mornings in order that T. R. would come to school

on those particular mornings. Once when it was necessary for her to leave in the middle of the morning session, he cried and tried to leave with her.

In an additional conference with the mother, it was found that in the past the child had been left in his grandmother's care while the father and mother had gone on a trip. At the time of this particular trouble with the child, the grandmother had come to stay with the family for the winter months, and T. R. thought his mother was going away again; and he had become very nervous and frustrated.

Planning activities in which T. R. would be interested, and in which he would play with children of his own age were carried out at school, and similar procedure was suggested for the child's play activities within the home.

School responsibilities as being junior hall monitor, member of the chair committee for the movies, and monitor of the balls and equipment for the playground helped T. R. overcome his emotional immaturity.

The reader may ask, how does this help the low mastery of reading?

As T. R. grew in emotional stature through assuming class responsibilities, he became calmer, seldom was absent, gave good attention to the regular class presentation of vocabulary, word analysis and other methods of regular reading instruction. He improved in both oral and silent type reading, and at the close of the semester he ranked high in the Third Grade Reading Readiness Score, an improvement over a low rating on the same type test for the Second Grade taken at entrance into Second Grade.

Excessive timidity is an emotional factor which hindered the following child's improvement in reading.

R. J., a very timid boy of seven years and eight months, had been very sick during his second half of first grade, and entered second grade with very poor preparation of beginning reading instruction.

He was very shy, and would not talk of any of his experiences either to the teacher or to the class. He played with only one child while on the playground, and was unwilling to become part of any group games.

When asked to read easy primer material, he would read slowly and haltingly because of difficulties in recognition. He recognized individual words only, and would look up after pronouncing each word to see if it was correct. He substituted words with little sense or meaning.

R. J. made a very low score on the Second Year Readiness Test, and recognized at first sight just twenty-five words of the Dolch Word List.

Sickness, loss of much basic first grade teaching, and timidity were some of the factors handicapping this child.

Checking into the family background, it was found that R. J.'s older sister, three years his senior, was a superior reader. She was able to read books three or four grades above her class level. R. J. was expected to have success in like manner, and since he had been unable to make a good start, his parents were disgusted with his work, and told the child of their disappointment in him.

Conferring with the parents, the teacher stressed the need for sympathetic help and understanding of the child and his condition.

Work was started on experience charts. Since

R. J. had talent in art, and showed success before his classmates in this field, he was urged to talk about his pictures. He was especially interested in airplanes, and through the use of magazines, the newspaper, the Weekly Reader(a child's graded weekly newspaper) and his drawings a unit was worked out on air travel and airplanes of the day.

Working on experience stories with a controlled vocabulary helped build up R. J.'s meaningful vocabulary, and helped considerably in overcoming his timidity.

After several weeks of this type work, R. J. was given a basic primer to supplement the experience stories with systematic vocabulary and repetition and assure a high degree of overlap for advancing to the next book.

Various responsible jobs were given to R. J. to aid him in overcoming his shyness. He was very proud to be the morning talk chairman, and volunteered more often to give talks, and brought many articles which every child enjoyed seeing and hearing about.

His progress was slow, but he was able to enter third grade feeling much more secure of his reading accomplishments.

His improvement may be judged through his scores on the Gates Primary Reading Test:

| Scores | September | June |
|---------------|-----------|------|
| Type I | 4 | 34 |
| Type II | 6 | 35 |
| Type III | 2 | 19 |
| Reading Grade | | |
| Type I | 1.35 | 2.70 |
| Type II | 1.45 | 2.65 |
| Type III | 1.45 | 2.60 |
| Reading Age | | |
| Type I | 6-6.5 | 8-2 |
| Type II | 6-7.5 | 8-1 |
| Type III | 6-7.5 | 8-0 |

A. B., a boy of seven years and four months chronological age, with an I Q of 125 on the Kuhlmann-Anderson Intelligence Test, did only average work in reading. He seldom volunteered, and because the rest of his group were anxious to recite, he withdrew from all class activities and appeared content to do only average work.

He was highly intelligent, dreamy, orderly and timid; and showed special talent in handwork.

His posture was poor, his weight showed a deficiency of five pounds; and he was under doctor's care for a general nutritional problem.

In reading, A. B. substituted many words in sentences with little or no meaning, read slowly and showed little interest in the material which he was reading. He was easily fatigued, and willing to shrink away from any reading demonstration before an audience.

A conference was held with the parents. It was found that this child had been sick during his early childhood, and had not made many friends or playmates among children of his age. His play had been with either adults, a smaller brother or by himself.

Planning responsibilities within the classroom and the school in which he could make contacts with other children of his age, was one method which was used to help A. B. overcome his timidity.

Instruction was given on word recognition techniques, records were made of troublesome words and various drills planned to overcome them.

In several weeks A. B. had made great progress and improvement; and he was placed in a higher class of reading where he found success with a

little help and work. A. B. had been afraid to venture, afraid of the ridicule of his classmates; and had been willing to do only mediocre work when he was capable of doing much more.

Talks with the youngster about his interests, his brother and his home helped him to forget himself; and by the end of the semester A. B. volunteered to take part in class discussions and activities, was able to read many library books with vocabulary range beyond that of second grade level and his feeling of inferiority among his classmates was almost forgotten.

His test scores on the Gates Primary Reading Tests showed the following improvement:

| Scores | September | June |
|---------------|-----------|-------|
| Type I | 21 | 46 |
| Type II | 20 | 45 |
| Type III | 10 | 23 |
| Reading Grade | | |
| Type I | 2.20 | 3.31 |
| Type II | 1.80 | 3.45 |
| Type III | 1.85 | 3.22 |
| Reading Age | | |
| Type I | 6-10 | 8-9.1 |
| Type II | 7-1 | 8-11 |
| Type III | 7-1.5 | 8-8.2 |

S. S., a nervous girl of eight years and eleven months entered the third grade. She made very low scores on the Reading Readiness Test for Third Grade, showing that she needed review of basic second and even first grade material. S. S. made a low score in the word recognition technique part of the test, and appeared to guess at answers in the comprehension tests.

In oral reading she made many careless errors, saying dig for big, skip for ship, how for now and became highly nervous when corrections were made. S. S. repeated the sentences frequently because of errors made within the sentence. She had difficulty in distinguishing different forms of the same word, frequently calling come, came or run, ran. Many words were difficult for her to say because of a very serious speech defect.

S. S.'s emotional adjustment within the classroom was very poor, and she gave little or no attention to class instruction. Her voice was loud and tense, her actions nervous and restless. She picked at things on her desk, chewed her pencil, twisted and nervously adjusted her clothing, spit into Kleenex and discarded them anywhere and every-

where about her. She had hysterical spells from one to five times during each session in which she shouted aloud in class, "I'm going to die! I'm going to die!" At the time of these outbursts, she would rush up to the teacher for consolation and help.

Having had her in the classroom for third grade work was not the first experience the teacher had had with this child. During her second grade work, this child had been taught music in this teacher's room, and had at that time reflected a very tense, nervous condition. She sang all the songs whether she was familiar with them or not, and was very loud and often off pitch. S. S. appeared to take pleasure in being loud. She was very observant, and commented about everything she saw of other children's work while she was in the classroom for half an hour three times a week.

The second grade teacher reported poor mastery of reading and other subjects, and very flighty attention on this girl's part. Several weeks before mid-semester promotion, this child began the hysterical outbursts in the second grade classroom. At that time she spit on the floor, on her

desk and books; and the teacher scolded her and made her clean up her surroundings. She continued these outbursts every day, sometimes once, sometimes as many as seven or eight times a day.

When this child entered third grade and kept up these outbursts, a conference with the child's parents, the school nurse, the principal and the teacher was arranged. The parents told us that the child kept up these outbursts of fear and hysteria at home, and that she often cried out in her sleep. The nurse suggested that the parents take the child to a psychiatrist. This was done.

The doctor found nothing physically wrong with the child except that she was underweight and highly nervous. He prescribed a tonic and gave her medicine to quiet her nerves. No recommendations were made by the doctor for any change in the child's school work.

S. S. had a hobby of collecting foreign dolls, and since the school was having a Hobby Show, it was suggested that she enter her dolls. When she brought them to school they were used to illustrate lessons in Social Studies and blackboard stories for the reading lesson were made about them.

S. S. had a serious speech defect, and games and exercises were given during regular class to supplement the work the speech teacher gave her every other week.

Needless to say, the hysterical outbursts did not stop with the doctor's examination and prescription; but the other children of the class were conferred with while S. S. was on an errand, and told that they could help this child by ignoring the spells and being always ready to turn S. S.'s attention to other things.

S. S. was given many extra class activities, and comments were made on her work only when it was well-done or improved. She was given easy material to read so that she could read successfully. The children were very quick to commend her when she read well, or when she gave a report in an interesting way. This commendation pleased S. S., and she improved slowly in adjusting herself in class situations. To her great delight, she won the blue ribbon for the class in the Hobby Show.

Individual instruction was given on vocabulary drills, finding likenesses and differences, finding the thought of the sentences and paragraphs, working on check lessons in work-books and on prepared mimeographed material.

Through many conversations with the child about her activities, the cause of the spitting and crying spells of fear was found. A little girl in the neighborhood had died of paralysis of the throat, and the details of the child's illness and death had been described in full by an unthinking mother before S. S.

Since S. S. was an extremely nervous child in the first place, this description of death made a great impression upon her. Whenever she had a slight cough or raised a slight bit of mucus, she imagined she had the same symptoms and thought that she would die. Instead of sympathetic understanding her parents had scolded her; and S. S. had magnified her fears of dying along with her difficulties in doing school work into such an emotional disturbance that she became nervously and physically ill.

Rest periods, extra class activities which were within her range of ability, class commendation, reading instruction fitted to her needs, medicine to quiet the nerves, assistance on speech defects and sympathetic understanding of parents and school authorities all assisted this girl to make

adjustment and improve her schoolwork.

At the close of the semester the Gates Basic Reading Test for Grade Three was given, and her scores indicated a reading grade of three years and four months and a reading age of eight years and ten months. This showed that even though she had been under great nervous strain, she had made progress in reading learning when she felt she could find success and when someone understood and cared about her worries and fears. Her score on a similar test at the beginning of the first semester of third grade had given her a reading grade of second year fifth month with a corresponding reading age of seven years and ten months. She had made a year's growth in one semester.

Having given this child much individual attention, S. S.'s progress was followed and it is known that she is making average progress in her school work.

The family have moved into a new home, and the child has made many friends among her new school-mates. She has gained weight, has more poise and talks much more distinctly. No further hysterical outbursts have been noted.

Taking a decided attitude of dislike or hatred of reading was what might be said of G. D.'s reading.

He was a boy of seven years and six months of age, who was in the second grade. His test record on the Second Grade Reading Readiness Test was almost without a score, and put his reading grade in the lowest of the low group of the class.

His test scores on the Gates Reading Test were:

| | Score | Reading Age | Reading Grade |
|----------|-------|-------------|---------------|
| Type I | 12 | 7-0 | 1.75 |
| Type II | 4 | 6-7 | 1.4 |
| Type III | 0 | 6-6 | 1.3 |

G. D. was the terror of the children of the neighborhood, and was constantly in fights, annoying little children, and the worry of his mother's life.

He was sullen and negativistic within the school-room, and would shrink away whenever the teacher or principal approached his seat.

His mother reported that he seldom arrived home until five-thirty or six o'clock in the evening after having been dismissed from school at a quarter to three.

He broke windows, street lights, destroyed plants

and shrubs; and even though he seemed very remorseful when talked to about such escapades, he continued to practice them.

The father was a very busy executive, worked nights as well as days, and seldom saw the child. When he did see the boy, it was to administer punishment for a misdemeanor.

G. D.'s reading was spasmodic. Sometimes he appeared to read very well, but most always he showed such hatred of it, that it was difficult to keep his interest and present any new work. He would make long pauses before words, substitute words in such a way that the content would sound sensible, but would not be the exact reading material.

Analyzing G. D.'s actions, and talking over his problem with the mother, it was found that the boy was very jealous of a small baby in the home, and was doing anything and everything to gain notice. He could not find success in reading in the school room, and had no chance in any other field to excel before the eyes of the children, so he became negativistic and annoying, created a disturbance and had the attention of all.

Responsibilities within the classroom were given to him. It was suggested that he help clear away the things in the classroom after the day's work, and thus the child was kept while the other children were on the way home and further fights and terrorizing of the younger children were avoided. Praise for his help was given before the class.

Reading through the use of word games, mimeographed check lessons and work-books was introduced, and the hated reading book was neglected for a while. Then when a more definite list of vocabulary words were cinched, the readiness second reader was introduced, and G. D. made good progress in this book. This book carried the same vocabulary as the first reader with only a few new words, and provided a review of the book G. D. had read and re-read and learned to hate.

His progress was slow, his poor work habits were strong and hard to break; and his desire to do the annoying thing was difficult to cope with. Some progress was made, but not all that was hoped for. At the end of the semester, he was tested on the Third Year Readiness Test, and made a score

of 69 which placed him in the average group with respect to readiness for third grade reading.

Analyzing the test results it was found that his score was highest in word recognition techniques, finding the short and long vowels, the phonetic parts and the likenesses and differences in words.

Increased drill on comprehension was suggested for emphasis in third grade reading.

His comparative scores on the Gates Reading Test are:

| | Score | September | June |
|----------|-------|-----------|------|
| Type I | | 12 | 37 |
| Type II | | 4 | 32 |
| Type III | | 0 | 18 |

Reading Age in Grade Level

| | | |
|----------|------|-----|
| Type I | 1.75 | 3.0 |
| Type II | 1.4 | 2.5 |
| Type III | 1.3 | 2.5 |

Reading Age

| | | |
|----------|-----|------|
| Type I | 7-0 | 8-6 |
| Type II | 6-7 | 7-10 |
| Type III | 6-6 | 7-10 |

E. S. was a very interesting boy of seven years and one month chronological age when he entered second grade. He was a very talkative child, had no language difficulty, displayed a wide background of experiences and understandings through his interesting talks before the class.

He found great difficulty with easy reading material, and his Reading Readiness Test was low for second grade. His scores on the Gates Primary Reading Test were as follows:

| | Score | Reading Grade | Reading Age |
|----------|-------|---------------|-------------|
| Type I | 5 | 1.4 | 6-7 |
| Type II | 3 | 1.4 | 6-7 |
| Type III | 3 | 1.5 | 6-7 |

In oral reading he read at a very slow rate, made frequent substitutions such as the word a for the; omitted many small words such as and, the, and it; and often reversed letters within the word.

Checking on his eye movements when reading, it was found that many fixations were made on a single word, and the return sweep was irregular. The boy looked at words from the right to left direction often.

His reading habits were poorly formed, he showed poor recognition of basic vocabulary and many poor eye-movements, a habit gained probably through inattention and lack of interest in beginning reading.

His parents were dissatisfied with his reading progress, and scolded and punished him. Many of his pleasures were taken away from him, and he was 'kept in to read', and was unable to play with the children of the neighborhood.

The mother thought his punishment was too harsh, the father thought it was not harsh enough; and strife within the home centered around the punishment of the child and his reading. The boy dreaded the mention of reading.

A conference was held with both the child's parents. Both parents seemed to agree that the modern type of school and education was all wrong; and they were very desirous of having the old-fashioned school and old-fashioned methods brought back for their son's benefit.

After much discussion, in which modern methods and their advantages were pointed out to the parents, it was agreed that the school be allowed to work on E. S.'s problem and no punishment be given the boy because he could not do the work as quickly as his parents expected he could. The boy's absence during the first grade work was pointed out to the

parents, and they were advised of what they could do to aid the individual work which had been planned.

Reading was presented in an individual instruction period for a few weeks. Review and renewed study of words through card games interested the boy and helped him master basic vocabulary. When E. S. knew most of the vocabulary of a simple primer, it was given to him, and he was pleasantly surprised to see how quickly he could read it. This book was followed up with several more primers and then the first reader.

Experience stories were not used for this child since actual book reading was the object most desired for him.

Interesting pertinent questions were asked about the reading material to aid E. S. in getting thought out of the content of the reading material. Much phrase card reading was done to increase his eye span; and a simple work-book "Happy Playmates" published by the American Education Press kept him working on additional direction finding material.

Work on spelling families and word formation helped.

E. S. was given charge of playground equipment, and since he was a strong husky boy and knew many games, he was also given charge of recess games on many occasions. He enjoyed this, and seldom missed a session of school.

A bad habit of attempting to sound out words had to be overcome. His mother had attempted to teach him the phonetic method, and the boy had become dreadfully confused. Work on initial blends, finding the sounds within the word which sound together such as ir, er, and ow was given; but this was attempted only after a vocabulary of well over two hundred words had been reviewed and built up.

E. S. gradually overcame his hatred of books, and when he was able to read material very well he was asked to take the book home and read the selections to his parents. The rest of the class were high in their praise when he read well, and E. S. enjoyed being in the limelight of both the class and the teacher's approval.

At the close of the year, the Gates test with a different form was given, and the following progress noted:

| Score | September | June |
|---------------|-----------|------|
| Type I | 5 | 34 |
| Type II | 4 | 33 |
| Type III | 3 | 21 |
| Reading Grade | | |
| Type I | 1.4 | 2.7 |
| Type II | 1.4 | 2.55 |
| Type III | 1.5 | 2.9 |
| Reading Age | | |
| Type I | 6-7 | 8-2 |
| Type II | 6-7 | 7-11 |
| Type III | 6-7 | 8-6 |

This child has spent much time reading to the teacher individually, many times after school at his own request.

His parents do not feel the same about the modern methods of instruction, and realize that a child cannot be required to sit in his seat all day and pore over a book for best results.

Through analysis of the studies presented, it may be seen that emotional factors which have bearing upon the child and his reading mastery may be of two types. They may be the factors which are

causing reading disability, and may date back to infancy or early childhood; or they may be the factors which are the result of early failures in reading and which in turn further hinder progress in reading.

When reading becomes associated with unpleasant experiences such as punishment from the teacher or parent because it is not satisfactorily accomplished, the child forms a very unfavorable conditioned emotional response with reference to reading as E. S. did.

Christine Thompson shows in her studies that some children are unable to progress in reading ability because they associate reading with punishment. She studied the reading problem in Chicago Heights and found that the child who has been scolded or shamed for his poor attack on initial reading or for a poor lesson which the parent heard, often comes to associate any further lessons in reading with such punishment and becomes unwilling to give full interested attention to the job of learning to read.

19

She states:

Too stern or too strict discipline arouses

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19. Christine Thompson, The Prevention of Reading Disabilities in Chicago Heights, p. 231

within the child a feeling of rebellion and resistance. The normal reaction to aggression is one of counter-hostility, anger, irritability; and children have the desire to retaliate in kind, to seek revenge. In finding some means of satisfying this impulse, the child discovers an outlet in reading. Without his cooperation, he cannot be forced to learn to read. He can forget, misunderstand, refuse to see relationships between words, meanings, ideas, and so on, and the adult cannot make him to do otherwise unless he decides to do so.

Monroe and Backus enumerate many causative emotional factors which retard the child's progress in reading. They mention compensatory mechanisms, aggressive opposition, nervous tension, and withdrawal of the child in idle daydreaming as indications of emotional disturbances which the child has felt¹² because of his inability to gain in reading progress.

Analysis of such factors within the classroom can be made through conversation with the child, conference with the parent and former teachers of the child; and by careful study of the cumulative record and health reports.

These emotional factors which hamper the child's reading ability usually clear up when the child feels understanding of an interested adult. All children

12. Marion Monroe and Bertie Backus, Remedial Reading, pp. 26-27

really wish to succeed, and when easy work is substituted for the hard and a chance for success and progress is assured the child, he becomes interested and desires to further his progress in reading.

Praise of the class and the teacher will help even the most timid and self-conscious.

Emotional factors which have been caused by faulty presentation of reading need careful study. If it is possible to find the source of the trouble and rid the child of it, this is ideal. Otherwise the child should be carefully watched and the teacher should present the work in such an attractive way that interest in it will in time overcome any emotional disturbance that has arisen from poor beginning mastery.

It is most important that every child have a chance to learn to read, and to not become emotionally upset over failure in mastering the subject; for as Edward Dolch points out in his book--failure⁵ becomes a catastrophe to the child. He states:

Failure to learn to read as others do is a major catastrophe in a child's life. The child's failure is known to his family and to all his

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5. Edward William Dolch, A Manual for Remedial Reading
pp. 1-2

playmates. Even if teachers and parents try to save the child from the consequences of this failure, the situation is bad enough because other children will certainly taunt the child with his inability to do something which they can do.

All work in remedial reading must deal with the personality difficulties that poor reading has caused. This must be done, first of all, because the chief purpose of education is to develop future citizens with wholesome personalities. But we do this, in the second place, because it is found that success in remedial reading is generally dependent upon correction of the maladjustments that poor reading has produced.

The capable, understanding teacher is the chief factor in correcting any personality difficulty.

INTELLECTUAL FACTORS

The following case studies are grouped under intellectual factors since they show definite indications that reading difficulty has been encountered because of the child's low native intelligence, or because of poor memory span or poor visual memory.

One girl out of the four or five children who fell in the low quarter of the scores of the Intelligence Test given in the third grade had an I Q of 61, which gave her a mental age of five years and one month according to the survey of this test--the National Intelligence Test. Her chronological age was nine years and six months.

When E. D. was given the Weekly Reader test,²⁰ she was not able to make a single correct score except that which was the sample and which had been explained and worked in class. In studying this test, one was able to see the compensation this child had made for her inability to read the paragraphs. She had drawn lines from the words or phrases to parts of the picture they represented.

20. William S. Gray, Arthur I Gates, Gerald Yoakam, Ernest Horn, Paul Witty, Emmett Betts, The Weekly Reader Tests

For example, one of the pictures was that of a farm boy carrying a flat of tomato plants. Under the picture was the following test:

I am a farm boy.

I work in my garden.

The little plants are for my garden.

The boy has many little

places plants pens

The time of year is

spring winter fall

The child had been instructed in the sample test to underline the correct word in completing the sentence. However, she underlined the words farm boy and work in the body of the story, and had a line drawn from the word boy to the picture of the boy.

On the Alice and Jerry Reading Readiness Test for Third Year, she made a total score of 25, 6 on Paragraph Comprehension, 5 on Word Meanings and 14 on Word Recognition Techniques.

The Gates Primary Reading Test was given to her and the following were her scores and grade placement:

| Score | | September | June |
|----------|----|-----------|------|
| Type I | 24 | 2.3 | 7-7 |
| Type II | 11 | 1.5 | 6-8 |
| Type III | 4 | 1.55 | 6-9 |

Oral reading showed many errors in the form of reversals, substitutions, and poor comprehension of what had been read. Absurd or meaningless guesses were made by the child when context clues were asked for. Abstract words such as who, what, then, that, and those were especially difficult for E. D. and any number of times she missed them.

Checking previous reports aided very little, as the child was a new entrant in the city schools.

Conferring with the mother, it was found that the child had always been slow about everything she did. She dawdled about dressing, sitting for over half an hour thinking about putting on her clothing. She dawdled over her meals also.

This slowness annoyed the family very much, and a much younger child in the family who was very quick was held up as an example, and shameful reproof was given E. D.

The child had been transferred several times

from city to city, and the mother had purchased the books which were being studied, and the child had memorized parts of the book without knowing the significance or the meaning of the material.

E. D.'s attention was very poor, and she had poor work and study habits. Definite instruction on completing the task at hand was necessary. Creating an interest in reading to help overcome inattention was attempted; as authority points out:

the most common fault of the poor reader is poor attention. It is often the reason why, through years of sitting with others in a large class, the child has failed to learn to read. In all group remedial measures, poor attention is the greatest handicap. Even in individual work, it is a problem. The time for doing remedial work should be set with special regard to getting good attention.

5

A definite study of words was started. Games with words were presented, and words of the vocabulary were used in situations in which E. D. was interested. Simple experience stories were planned and printed. Review of words, phrases and sentences was presented at several different intervals during the day. New words were used in many situations so that it was certain that they were really learned.

E. D. had memorized so much material that she was adept at memorizing material by location on the board, or by place on the page. Each sentence and phrase which was to be studied was printed in many different places on the board so that memorization alone was avoided. Flash cards were made, and the child was asked to re-build the story with the use of these cards.

After a week's work on experience stories, E. D. started work on a primer which she had never had before; and definite word study was planned before an attempt to read the page was begun. Good progress was made, although the book was taken rather slowly, making sure of the vocabulary. This was followed by the first reader of the same series.

Work on reversals was done by using the kinaesthetic clue to direction. Sliding a marker along the sentence helped serve to keep the eyes moving toward the right and aided in overcoming the reversal habit. Tracing words on the blackboard helped also.

Work on evaluating the stories by answering simple questions was given E. D. in the form of seat-work. Little stories were torn from regular textbooks and made into small books. At the end of each of these made booklets are simple sentences which

require completion, or the yes and no type answer. These she became able to do independently after having been helped with several. Improvement was started with this type comprehension test.

E. D. stayed with us for the complete year; read the second and readiness third reader; and was starting some work in the basic work on the third reader when the year closed. Her comprehension had improved, her interest was much keener, the work and study habits were much better, and the child was promoted to the next grade.

When tested at the end of the semester on the Gates Silent Reading Test Type C Reading to Understand Precise Directions (Grades 3-8) she showed marked improvement in that her score showed grade placement at 3.5 with a reading age of 9-0-- a great improvement over the test at the beginning of the year which gave her an approximate reading age of seven years.

J. J., a girl of eight entered second grade, and the I Q according to the Kuhlmann-Anderson Intelligence Test was 84, giving her a mental age of six years and nine months.

This girl was very slow in all her actions, seldom understood instructions and was unable to follow them when they were explained over and over again.

Her score on the Second Grade Reading Readiness Test put her in the very lowest of the low division of the class, and showed that she had very poor mastery of the first grade material.

J. J. was very annoying in school with her school supplies, would draw on the paper, scribble on her books; and would spend much of her time looking at the children and the teacher with a very blank expression on her face. She was listless and indifferent when instructions were offered to her individually.

When reading orally, she would make long pauses before the words, would show recognition at one time and be totally unable to recognize the word at another time. She often lost her place, would substitute words and phrases, mispronounce words and disregard any sequence or sense within the story, often making up whole sentences of her own. J. J. seemed to take particular delight in not doing her work well, and being the only one who could not get her lesson for the day.

Easier material was planned and definite lessons arranged which J. J. could accomplish each day. Regular time was planned for this period of instruction daily, and J. J. was given a book in which she could keep a record of how much she accomplished each day. Since she was not being compared with any other member of the class, and was competing only with herself, she lost much of her satisfaction of showing off the fact that she could not read, and began to work. Slow gain was made.

Repetition of words and phrase study was given for J. J. as for E. D. and though the drill seemed hopeless on some days, definite progress was made over a period of time. J. J. progressed from the primer to the first reader, and from the readiness second to a start in the second reader. Much easy reading was suggested for summer vacation; and a conference was held with the mother to aid in following up this plan of continued study.

J. J. still reads slowly, but she shows much more comprehension and understanding of what has been read. At the close of the semester her gain was checked by the Readiness Test for Third Grade. She

made a score of 74, which put her in the average group of this test. She had learned many word recognition techniques, and would be able to go on with her class, working at her own rate of speed, but comprehending much more than formerly.

Retardation in one specific reading skill was illustrated through the case of P. A. This girl of seven years and six months had an I Q according to the Kuhlmann-Anderson test of 110. She read first grade material very well orally, showed good understanding; and when she was given the Second Grade Readiness Test showed good rating on sentence interpretation, sight vocabulary; but made a low score on comprehension.

Her weakness in reading was analyzed through working with her individually. This analysis showed that she was unable to pick out new words from any context or phonetic aids. She showed complete reluctance to attack the new word, and would say, "I don't know that word. We haven't had it before." She would not venture or try the word for fear of making an error.

P. A. was large physically for her age, and felt self-conscious when she made a mistake before her class. Being intelligent and careful, she

preferred to ask for help rather than guess at the word.

Definite aid through the use of context clues and teaching of phonetic aids helped P. A. in overcoming her difficulty. At the close of the year she made a perfect score on Word Recognition Techniques in the Third Grade Reading Readiness Test. Her total score was 113, which is just seven points under a perfect score.

K. B., an over-age boy of ten years and six months was in the third grade. According to the National Intelligence Test, his mental age was six years and seven months. Reading was very hard for him, and he was very uninterested in improving it. He made many substitutions of words, omitted many; and read very slowly and laboriously.

His eye movement showed him to be largely a letter reader, have many fixations on single words, and a very poor return sweep.

He was a very quiet boy, felt very inferior and shameful and was willing to sit quietly back and not try to overcome his difficulty.

From a careful analysis of the tests given this boy, it was found that he possessed a low

intelligence; with a very definite reading retardation of several years. He had a very limited vocabulary, poor visual and auditory attention span and a poor memory.

Every possible method was used to build up word recognition, experience stories were used to invite interest and confidence in being able to read material which had some particular interest to this individual.

Saccadic drill was used for a short period each day to help eye-movements; and the use of pointers and markers were suggested to help the child keep the place and keep the eyes traveling in a left to right direction.

Games with words aided K. B. in mastering a usable vocabulary. Word drill was begun on the vocabulary of the first reader, and the boy was then introduced to this book; and definite lessons according to this book and manual were given.

While progress was very slow, there was definite gain noted each day. K. B. was given a book in which he could record the words he knew, and which he could review from day to day.

Progress may be shown by the comparison of tests given at the beginning and end of one semester.

Gates Primary Reading Tests

| | Score | September | January |
|----------|-------|-----------|---------|
| Type I | | 10 | 36 |
| Type II | | 9 | 30 |
| Type III | | 7 | 17 |

Reading Grade

| | | |
|----------|------|------|
| Type I | 1.65 | 2.90 |
| Type II | 1.50 | 2.40 |
| Type III | 1.70 | 2.40 |

Reading Age

| | | |
|----------|------|-----|
| Type I | 6-10 | 8-5 |
| Type II | 6-8 | 7-8 |
| Type III | 6-11 | 7-8 |

This boy transferred to another school at the end of the first semester of the school year; but the findings and recommendations were sent with him, and additional gains were noticed by the new school after following similar procedure.

An extreme case of low intellectual ability within the schoolroom was that of A. L. , a girl of thirteen years and five months chronological age who was in the third grade. Her I Q according to a Binet test was 51. She was extremely slow in mastering any school work, and especially slow in reading.

Her oral reading was slow and laborious, even though she was using primer material. She omitted many words, confused similar words and reversed many others. Individual help was given through the use of flash cards, word games, use of a simple workbook and individual lessons on vocabulary.

A conference was held with the parents of this child, and it was suggested that improved work be stressed. Knowing that this child would not be able to gain but little perfection in academic work, suggestions were made to plan ways in which she could succeed in activities which were within her reach and ability such as writing her own name legibly, writing simple sentences, learning the meaning and value of numbers in very simple form, and learning how to adjust herself to the group.

Very little actual progress in oral reading was seen, although A. L. gained mastery of well over one hundred and fifty new vocabulary words in a semester, and could read within the first reader by the close of the school year.

Since she had entered third grade during the middle of the year, and did not return to school after the summer vacation, it was not possible to check on the retention of the work which had been accomplished during the semester.

In their discussion of intellectual factors, Monroe and Backus point out that children who are generally retarded in intelligence are usually likewise retarded in reading. Mentally retarded children, except those whose I Q 's fall far below 70 can be taught to read. They, however, demand much patience and repetition in instruction.

Some children who have a high or average I Q may show retardation in some specific intellectual skill such as having a poor memory span or a poor visual memory. Other children may be average intellectually, and yet they are unable to supply unknown words from context clues, and guess absurd words.

The child who has insufficient mental maturity with which to comprehend material which his chronological grade group is capable of, should be aided in building up good work and study habits, and should have⁵ the course adjusted to his abilities.

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5. Marion Monroe and Bertie Backus, Remedial Reading, pp. 21-24

Featherstone found in his experimenting with the slow-learner that:

Obviously, slow learning children cannot be taught to read as well as children of greater mental powers, but they can learn to read much better than they do customarily learn to read in the ordinary school situation. Astonishing amounts of individual growth in reading ability have been achieved. In some instances gains of as much as thirty months of reading ability have been accomplished in ten months of school time. This accomplishment has been possible because of the recognition of two principal factors. The first is that reading is a highly individualized matter, requiring often times much individual teaching. The second factor is that most available reading materials are not at all suitable for slow learning children. This has demanded preparation of special materials of more advanced social maturity than is usually found in connection with a given level of difficulty, and materials offering several times as many repetitions of words as are usually to be found.

6

Thus it has been seen from case studies and from authority that progress in reading depends to a considerable extent on the level of intelligence of the learner, and this factor must be taken into consideration when providing for individual material within the classroom. However, many other factors enter into the picture of mastery of reading; and it may be shown in any classroom that pupils of the same intelligence level do not advance equally with regard to reading progress.

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6. W. B. Featherstone, An Experience-Curriculum for Slow Learners at Public School 500, Vol. 39, p.293

The slow-learner needs to have reading readiness built up for him, he needs individual instruction with much repetition and a longer time for mastery planned for him. Provision of adequate material on easier levels should be in the classroom so that the slow-learner may have much easy material to read and to help cinch his learning.

Helping the child attain mental maturity necessary for reading instruction may be one method of individual help within the classroom. Overcoming a specific difficulty such as poor visual memory may be another. Each child requires individual help and evaluating in regard to his intellectual capabilities.

EDUCATIONAL FACTORS

There are a number of factors which contribute to the child's adjustment in reading and which may be termed educational factors. They are pointed out in the following studies:

Absence, changing schools and systems of education were the root of failure and difficulty for S. A., an over-age boy of ten years and six months of age, who entered by mid-year the third grade.

This boy found reading very difficult, and was able to pick out only three or four words per page in the basic third grade reader which he could readily recognize. He had no power of finding any words in reading through context clues, phonetic analysis or word grouping.

In checking his cards, it was found that during the five years of his school life, he had been in eleven different schools within the city system, and had lived in three other cities. He told of the various books he had before coming to this class, and many of them represented different types of basal sets. His vocabulary was confused as were

his vocabulary meanings.

It is true that the vocabulary load in the various sets of basic series on the market do overlap, but many words are different. Since this child had found difficulty in mastering basic work, additional confusion was presented through the use of varied vocabulary loads and various types of presentation.

S. A. had repeated the second grade, and had become very indifferent to any instruction according to the previous teachers' report.

He was in this class just two days when he became ill from the measles.

On his return to school, definite vocabulary instruction was started with very easy material, using the Alice and Jerry basic vocabulary with which to build up stories of class activities.

Work on the first reader of this series was presented, and this type reading was supplemented by books from the school library on material of Social Studies interests. He was unable to read the regular class Social Studies book, and would have been uninterested in class work had he not been able to help in the discussion from some reading of his own. He read such books as Deming's,

"Little Eagle" and "Indians in Winter Camp", and reported to the class discussion of Indians on material he found of interest in these books.

Vocabulary work with mimeographed sheets for his individual help, aided this boy in overcoming his meager vocabulary; and helped him plan work for preparation time. He was unable to do much work independently, and had formed very poor work and study habits.

Much patience was needed to see that each planned lesson was regularly followed up, and the vocabulary he learned used over and over again in situations that did not appear infantile to this boy. He was very unwilling to read "baby books", as he termed primers; and easy material had to be provided on his level which would hold his interest.

Poor home environment, malnutrition, poor companionship were additional factors hindering S. A. 's progress in school. However, the schools had added insult to injury in this child's case, because like basal work had not been presented in the same school system from the same series of basic books and S. A. was greatly confused with various methods and books.

S. A. kept his vocabulary mastery book and was able to record over eighty new words in five weeks time; but again transfer interrupted his study and at the end of the five week period he moved to Texas, and no further check of this child was possible.

Entrance into beginning reading situations on chronological age level with no reference to mental maturity is one of the many educational causative factors of poor reading. Many children have not matured to a high enough degree to have reading instruction given them, and they are unable to make sufficient progress within the first grade.

C. M., a tiny girl of six years and nine months, who entered second grade was just such a case. When tested on the Second Grade Reading Readiness Test, she rated very low; showing that she was not ready for regular second grade work. Even the easiest type of primer material was difficult for her to read, and she cried and cried and didn't want to stay in school.

A conference was held with the mother, and the child's inability, immaturity and low chronological age were pointed out to her; but the mother was

unwilling to allow the child to repeat the first grade.

Knowing the additional mental strain the mother would create for the child if the school insisted that the child repeat the first grade; it was decided that beginning work in reading must be done in the second grade.

A similar case was that of B. B., a little boy whose birthday fell on the last day of the year, thus allowing him to enter Kindergarten while four years and nine months of age. This child had been promoted each year, and was now entering second grade at the age of six years and nine months. He was emotionally very immature. He played with children of Kindergarten and first grade age, and enjoyed playing very babyish games. He had poor muscular control, poor work and study habits and needed much individual instruction on assigned work.

C. M. and B. B. worked together in a very small group on experience chart stories, word and phrase drill and games.

The experiences of these two were discussed, charts were made with a very carefully controlled vocabulary being used; and the following presentation made:

The teacher read the line.

The children repeated it.

Word hunting within the line was motivated.

Typed individual words were given each child, and the story was rebuilt by each individual child on his own desk.

Word families were made of common words when they were presented in the story, such as ball, call and fall.

Likenesses and differences were noted between such words as no and on, saw and was, spots and stops.

Games with words from the story were played such as "I Spy", a game in which cards with words and phrases were hidden about the room and the children were sent on the hunt for them. It was necessary to be able to read the words found to win the game.

After these two children were able to recognize at sight some fifty words, a very easy basic primer was introduced, so that a systematic vocabulary with much repetition could be learned as a pre-requisite to future reading.

The work was slow, and many times the children forgot the things they had been working on so diligently. Other games, devices and motivations

were employed, and constant repetition of basic work in various situations given until mastery of foundation work was secure.

These children were unable to cover all the work of both first and second grade material in one school year, but they made good progress. They read four primers, the first reader, the parallel first reader, and half way through the second basic reader by the close of the year. Both children's scores fell in the low group of the Third Year Readiness Test when it was given at the close of the semester. They were allowed to go on with the group with the recommendation that they continue to work on simpler material in the third grade.

Test scores on the Gates Primary Reading Test showed the following gain for B. B.:

| Scores | September | June |
|-------------|-----------|------|
| Type I | 3 | 33 |
| Type II | 4 | 33 |
| Type III | 1 | 18 |
| Reading Age | | |
| Type I | 1.3 | 2.65 |
| Type II | 1.4 | 2.55 |
| Type III | 1.4 | 2.75 |

| Reading Grade | September | June |
|---------------|-----------|------|
| Type I | 6-6 | 8-1 |
| Type II | 6-7 | 7-11 |
| Type III | 6-7 | 7-10 |

C. M.'s scores on the same test were:

| Score | September | June |
|----------|-----------|------|
| Type I | 2 | 32 |
| Type II | 3 | 34 |
| Type III | 1 | 18 |

| Reading Age | | |
|-------------|------|------|
| Type I | 1.27 | 2.60 |
| Type II | 1.35 | 2.60 |
| Type III | 1.40 | 2.50 |

| Reading Grade | | |
|---------------|-------|------|
| Type I | 6-5.7 | 8-0 |
| Type II | 6-6.5 | 8-0 |
| Type III | 6-7 | 7-10 |

G. E., a boy of seven years and six months of age, entered the second grade during the first month of school from another school within the city system.

His report showed that he had done very poor

work in reading and other school subjects. When given the Second Grade Reading Readiness Test, he was unable to make but few correct scores, guessed at the words, asked the directions to be repeated; and when he was told that directions couldn't be repeated, gave up trying and began to cry.

When attempting to read even the easiest of reading material, he appeared very nervous, twisted his hands, fingered the book nervously, substituted words which had little or no meaning, looked at the pictures for clues and repeated often, "I'm too dumb! I can't do reading."

The former school was contacted, and the first grade teacher said that the child had been unable to grasp reading readily. Good learning was made one day, and the following day the same learning did not carry over and seemed to be lost.

Conferring with the boy's mother, it was found that she blamed the first grade teacher for poor presentation of the work, and she felt that the child should have been retained in first grade. Many times during her conversation, she referred to her child's dumbness.

Having been unsuccessful in reaching the parent for this conference until about six weeks of school

had passed, it was agreed that it would not be wise to put the child back in the first grade, but allow him to remain in second working at his own rate of speed. Fitting the instructional material to this boy's level, allowing him to work with children of his age group, and planning work so that he could find success and overcome his feeling of stupidity was arranged. The parent was told that her speaking of the child's dumbness before him was conditioning his willingness to not try, and was creating his inferiority complex.

G. E. showed talent in art work, and it was suggested that he build his own reading book from his experiences and illustrate it himself. This pleased him very much, and he immediately set to work with interest.

The same type reading instruction with experience charts was given G. E. as has been described for C. M. and B. B. He has read so far this semester, three pre-primers, two primers, one first reader and is now working on the readiness second reader.

Every day he gains some words which he may put in his Word Book, and he is reading with a group of youngsters in the afternoon on an easier book which this group are using to help improve expression

and fluency in reading. In addition to reading with the instructor individually, several superior children like to work with him and hear him read.

Vocabulary improvement has been measured through use of the Dolch Word List.⁵ At the time G. E. entered second grade he could recognize only eighteen of these basic words, and now he recognizes readily well over one hundred and seventy-four.

His scores on the Gates Primary Reading Test are:

| Scores | September | April |
|---------------|-----------|-------|
| Type I | 2 | 26 |
| Type II | 2 | 26 |
| Type III | 0 | 15 |
| Reading Age | | |
| Type I | 1.27 | 2.37 |
| Type II | 1.30 | 2.20 |
| Type III | 1.30 | 2.20 |
| Reading Grade | | |
| Type I | 6-5.7 | 7-7.7 |
| Type II | 6-6 | 7-6 |
| Type III | 6-6 | 7-6 |

5. Edward William Dolch, A Manual for Remedial Reading, Appendix B p. 154

Although he has not completed all the work assigned an average second grader, he has started on the road to mastery of reading, and made good progress during the past year.

The need of repetition in individual cases often escapes the notice of a teacher of a large class of beginning reading, especially when a child has a superior rote memory. When advanced work is begun, and checking of work is started, such a child shows poor mastery of actual reading instruction.

A. M. , a very talkative boy of seven years and three months, found second grade material impossible to read. His test scores on the Second Grade Reading Test put him in the lowest of the low group. His scores on the Gates Primary Reading Test were as follows:

| | Score | Reading Grade | Reading Age |
|----------|-------|---------------|-------------|
| Type I | 5 | 1.4 | 6-7 |
| Type II | 4 | 1.4 | 6-7 |
| Type III | 1 | 1.4 | 6-7 |

He read very slowly and carelessly from a pre-

primer, guessed at the words and puffed and sighed upon being asked to re-read any part of the page. When given help on the words in class, he was able to read a column of words in successive order upon hearing them read only once. However, he was unable to pick out individual words within the same column or to find words of like configuration. He could repeat whole sentences upon hearing them only once, could repeat series of numbers and showed a very remarkable rote memory.

Work on association of words in vocabulary development was started, repetition and a careful check-up on completion of daily assigned work was the most helpful plan in this child's case. Since he had become capable of 'getting by' with his memorization of simple primer work, he had turned his attention to many annoying ways of playing in school.

A simple work book with definite work on association of vocabulary words to action and pictures, lessons in following directions, etc. was given him and checked daily.

New vocabulary was put on the board for A. M. and his class in the form of games in order to

keep the interest for this type drill high. Some of the ideas used were:

1-A tight rope on which the figure of a stick man balancing an umbrella was attempting to cross the rope. Under the tight rope the new words were placed. The object was to walk the tight rope of words across and back, and become the best circus performer in the room.

2- Words were placed on a ladder before a chalk drawing of a burning house. A stick fireman was to run up the ladder of words to save the people within. Each child had a chance to become the fireman.

3- Words within a wigwam picture were placed on the board, if the material concerned the study of Indians, and the children were to sign their names on the wigwam if they could read the words.

An additional game used for repetition of vocabulary and vocabulary meaning was the action game. In this game the children are asked to do the action which the teacher requests with the word she writes on the board such as jump, run, hop,

hit the basket, run to the door, etc.

Following this type procedure daily and working with this child individually, steady progress was noted. At the close of the semester the Gates Test was given again, and the following comparison was shown:

| Scores | September | June |
|---------------|-----------|------|
| Type I | 5 | 35 |
| Type II | 4 | 32 |
| Type III | 1 | 19 |
| Reading Grade | | |
| Type I | 1.4 | 2.80 |
| Type II | 1.4 | 2.50 |
| Type III | 1.4 | 2.60 |
| Reading Age | | |
| Type I | 6-7 | 8-3 |
| Type II | 6-7 | 7-10 |
| Type III | 6-7 | 8-0 |

It is very difficult to limit educational factors responsible for a child's disability in reading, since reading embraces so many factors in its proper presentation, the teacher, the child and his group,

the material and its presentation and the desire on the part of all to master the situation. There are a number of educational factors which contribute to the child's adjustment and which should be considered in making an analysis of the individual child's reading disability. These are (1) deficiencies in early preparation or readiness for reading at the time reading was initiated; (2) poor adjustment of reading materials to the child's present level of achievement; (3) poor adjustment of reading methods to individual differences; (4) poor methods of motivation and interest; and (5) inadequate administrative arrangements for taking care of¹² children who have reading disabilities.

Betts states in his book on the "Prevention¹ and Correction of Reading Difficulties", that the key to the situation involving educational factors is the teacher. He states:

The reading program embraces the teacher, the learner, and the instructional materials. The teacher is the key to the situation. Through her the door to enjoyable reading can be opened. Her philosophy, attitude, and insight are the chief determiners of success. It is through her intelligent understanding and tireless

12. Marion Monroe and Bertie Backus, Remedial Reading, pp. 27-28

1. Samuel A. Kirk and Marion Monroe, Teaching Reading to Slow-Learning Children, p. 248

efforts and through her careful selection of interesting materials that the learner acquires a new attitude and reading power, and a satisfaction in his achievements.

Jean Betzner feels that literature takes a very important place in the child's life and shows in her interesting book that the schools would do well to follow in the footsteps of other agencies in a better means of presenting the instruction of reading. She states:

Schools would do well to survey the means used by other agencies to make literature attractive and available to boys and girls. It is worth noting that commercial agencies have to win their audiences. They cannot compel them. The contrast between school procedures and the methods found elsewhere may help us to see why the literature met in school is so often forgotten, unused, and even disliked, while that found in other places becomes a moving force. The regularity of radio programs, the voluntary approach, and the opportunity for choice make their appeal to children as well as to adults.

Familiar characters, suspense, and rapid graphic presentation of action makes comics extremely easy to understand. The comfort of the motion picture theater with its movement, sound, and pictorial display brings reality, fancy, the latest news, and attractive information within even the young child's grasp. The condensation, color, movement, characterization, and stage settings of the theater produce an impression of reality that all find difficult to resist.

In addition, and maybe more influential, is the fact that with these agencies boys and girls are not made conscious of their lack of experience and technique. Failure and disapproval are not parceled out to them because of any lack of interest in any one of them.

It seems difficult for schools to put into practice the well-known fact that children learn only that which they find worth learning. Little permanent use of literature can be assured until school practices are attuned to that idea.

2

The above quotation shows one of the causative factors for reading disability--that of presenting material through mass instruction with little or no evaluation of individual interests, abilities or readiness of the children within the classroom.

Educational factors which have been noted in the foregoing studies have been:

- 1-Overcrowded rooms with little individual attention possible per pupil.
- 2- Poor mastery of background material because of unfortunate management in classroom procedure, misleading motivation or lack of motivation.
- 3-Poor correlation of basic vocabulary load and basic texts among schools of a large system--transient children lose much time and effort in adjusting to several types of presentation and vocabulary.

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2. Jean Betzner, Exploring Literature with Children in the Elementary School, pp. 12-13

4-Inadequate analysis of reading disability or testing at the beginning of the school year.

5-Lack of suitable material for all children in any given classroom.

6-Failure to adjust curriculum to promotion policy.

Several of the educational factors mentioned are difficult to overcome since they are administrative problems over which the individual teacher does not have complete control.

However, many of the educational problems revolve around the teacher and may be remedied by some of the following suggestions which have worked within the average classroom:

1-Careful analysis of the individual needs of each child within the classroom.

2-Lesson plans for a definite increase of each child's learning curve.

3-Arrange methods and materials to best fit the needs of the group and the individual.

4-Provide variety of material in the classroom for several levels of ability.

- 5-Present work in an attractive enthusiastic manner.
- 6-Allow children to plan and execute activities on their level of accomplishment, and praise work when it is well done.
- 7-Give enjoyable game-like practice and repetition for slow learners.
- 8-Aid the child to plan good habits of work.
- 9-Aid the child to evaluate his work.
- 10-Check on assigned work to see that it is completed.

ENVIRONMENTAL FACTORS

The environment of the home has reflected itself in various ways in the following case studies:

R. M., a very charming little girl of seven years and six months was in the second grade class. Her parents were Bohemians. They could speak English, but they used Bohemian in the home as the common language. R. M. knew how to speak Bohemian almost as well as she did English.

Her reading was difficult for her because of her thinking and speaking two languages. Many times she misplaced or omitted the verb in the sentence, and lost the exact meaning of the sentence. She had trouble expressing herself because she thought things in two languages, and found difficulty in expressing some of her ideas in English.

Being an especially intelligent child, she overcame her language difficulty and her difficulty in comprehending reading as she gained in contacts with schoolmates, friends and books.

Individual help was given in language and informal reading exercises. Vocabulary was developed through picture and object association wherever possible.

A conference was held with the parents, and the language difficulty for the child was pointed out to them. They were most willing to help and promised to speak only English before her.

With this help R. M. rapidly progressed in reading mastery and was quite able to keep up with the rest of her class in achievement.

E. H., a very shy boy of seven years and five months found reading very difficult to master, and felt insecure both at home and at school.

He entered second grade during the second month of school. His father and mother were separated, and the child had been brought back to the mother's folks to make his home.

E. H. missed his father very much, and talked of the many wonderful times they had had together. He would tell of the stories his daddy had read to him, and when he attempted to read, the child appeared very nervous and unhappy.

He found reading very difficult to master. Checking him on the Dolch Word List, he recognized at first sight about fifty words. He read very slowly and laboriously, reversed words and omitted many. He encountered numerous difficulties in reading simple material because of inadequate habits of recognition.

E. H. was uninterested in reading, and sighed when he was asked to do the work. He was easily fatigued, and spent much time in idle daydreaming. Trying several books, he was given the basic first reader and vocabulary drill and beginning reading instruction was presented.

A conference was held with the mother. It was found that this child had found reading difficult to do in both of the previous schools he had attended, and the separation and marital difficulties of his parents had worried him a great deal. The mother was told of her child's desire for his dad's companionship, and it was suggested that the grandfather be urged to talk with the youngster. His commendation and interest would in some manner make up for the loss which the child felt.

This recommendation was whole-heartedly received and the grandparents and mother were most willing to cooperate with the child and the school. Work has proceeded very smoothly, and E. H. appears very happy in his work and has made good progress in the next grade. He takes his book home quite often to read to his grandfather, and shows much more interest in school.

His improvement at the end of the second grade may be shown through his score and evaluation of the Gates Primary Reading Test:

| Score | September | June |
|---------------|-----------|------|
| Type I | 4 | 33 |
| Type II | 3 | 33 |
| Type III | 3 | 19 |
| Reading Grade | | |
| Type I | 1.35 | 2.65 |
| Type II | 1.35 | 2.55 |
| Type III | 1.50 | 2.60 |
| Reading Age | | |
| Type I | 6-6.5 | 8-1 |
| Type II | 6-6.5 | 7-11 |
| Type III | 6-8 | 8-0 |

Over-burdening youngsters with the care of the home is very detrimental to proper learning of any subject.

Such was the case of a very under-nourished girl of eight years and three months who entered third grade. Her class attendance was very irregular, with as many as three half-days missed each week. The child's absence excuses would report that the mother was ill, or that the child, M. A., suffered from a slight cold.

The child looked ill most of the time, was eight to ten pounds under-weight, and seldom looked as she had had enough sleep. School work was very difficult for her to master, and reading proved to be especially hard.

She showed a decided weakness in recognition of simple words. Similar words such as then and when, where and there were often confused and mis-called. She was noticeably retarded in reading because of an extremely large number of absences during the time when reading instruction was being given.

Checking the attendance record of the previous year, it was found that forty days had been lost in the entire year, many of them consisting of half-

day absences.

An attempt had been made on several occasions to remedy the home situation. The nurse had made several home calls, and had been rudely received. A conference with the mother was requested. The mother informed the school that she could not come because of illness and the responsibility of a very small baby.

The attendance worker was asked to contact the home and reported that the mother slept until noon, leaving the care of the baby and the house to M. A.

Steps were taken by the Attendance Department and the worker from the Juvenile Court, and the child attended school regularly.

Regular class attendance and instruction without the burdens of the house and the small child helped M. A. 's reading mastery. Frequent rest periods during the day, free milk, and help and understanding from those at school helped the girl gain physically; increased regular attendance and instruction helped her educational growth. She made average progress and was promoted into the

fourth grade at the end of the year.

C. Mc., a nervous girl of six years and nine months entered second grade, and found reading very difficult. Checking her former record, it was found that she had had a very high score for reading readiness for the first grade, but had not found success with beginning reading.

Testing her on second grade material, it was found that she made a total score of 51 on the Second Grade Reading Readiness Test, which placed her in the lowest group.

Her score in the Gates Primary Reading Test were:

| | Score | Reading Grade | Reading Age |
|----------|-------|---------------|-------------|
| Type I | 9 | 1.6 | 6-9 |
| Type II | 13 | 1.57 | 6-9 |
| Type III | 5 | 1.6 | 6-9 |

She showed great difficulty in oral reading, was unable to recognize words quickly, confused words which were similar such as when, then, how, now, and where and there.

Emotionally this child seemed very disturbed. She stuttered when she tried to speak, and when a conference was held with the parents, the reason for this disturbance was apparent.

C. Mc.'s older sister, three years her senior, was very talented. This sister read very rapidly, could do dramatic work in reading and was pushed by the father to demonstrate her talent before company. The smaller child had been termed 'slow' and 'dreamy' and ridiculed by the sister on many occasions, and even the father had spoken of her inability to do school work well in the presence of both the child and visiting friends.

The older sister had been given many additional advantages within the home, and preference was shown her by the father. C. Mc. was jealous of her sister's success and felt that she was 'dumb' and not as well favored as her sister.

When it was pointed out to the parents that they were responsible for the little girl's attitude and trouble in mastering her work, they were extremely surprised and chagrined to see how their unwitting remarks and actions had made such a definite and far-reaching effect on their young daughter.

A conference was held with the older sister, and it was suggested that she help her sister form a club and act as sponsor. This was done, and the club put on plays with the older sister coaching them. C. Mc. learned many of the parts of her

sister's readings, and was very proud to give some of them for morning talks. She learned them surprisingly well, and gained much in poise and speech. Her stuttering and fear of speaking before her group gradually was overcome.

Drill by means of flash cards was given to overcome errors this child made on similarity of words. Reading easier material soon made her gain confidence, and regular class procedure was all she needed to make progress with her reading.

At the close of the semester when the Third Grade Reading Readiness Test was given, she scored in the high third of the test with a score of 110, just ten points under a perfect score in this test.

The Gates Primary Reading Test showed a definite gain and the following comparison may be made:

| Score | September | June |
|---------------|-----------|------|
| Type I | 9 | 37 |
| Type II | 13 | 38 |
| Type III | 5 | 22 |
| Reading Grade | | |
| Type I | 1.6 | 3.0 |
| Type II | 1.57 | 2.90 |
| Type III | 1.6 | 3.10 |

| Reading Age | September | June |
|-------------|-----------|------|
| Type I | 6-9 | 8-6 |
| Type II | 6-8 | 8-5 |
| Type III | 6-9 | 8-7 |

Economic insecurity within the home had a definite effect upon F. A.'s frame of mind for a learning situation such as is required for reading.

F. A., a large boy of ten years and three months, was a member of the third grade. His I Q according to a Binet given during Kindergarten was 90. His reading ability according to the Third Grade Reading Readiness Test showed little to score, and evaluating the work the child had done on the test, one knew that the answers were all guesses.

The health record showed this boy to be underweight eight pounds. His posture was poor. His hearing and eyesight showed no deficiency.

Conferring with the father, it was found that the mother had deserted the home. The father cleaned and did odd jobs at a local hospital during the evening and early morning hours; and the boy was left to shift for himself. Financially the boy and the

father were in poor condition, and the house in which they roomed was poorly cleaned and kept.

The boy told of his father's drinking and the condition in which he found his father on returning home from school many days was anything but pleasant.

The housekeeper of the flats in which the boy lived, called him in the morning, gave him his meals and in general was the home-maker for this boy.

The school nurse contacted the home on several occasions, and talked over the boy's health problem with the father. Help was given from the school in the form of clothing, and actual hygiene and care shown the boy by school people.

F. A. read very slowly, made many repetitions within the sentence to correct errors, and reversed many words. He had little or no interest in reading, and was unable to give correct answers concerning the content of the material read.

Actual improvement in reading was a slow process. Many poor work and study habits had been formed and had to be broken. Indefinite and confused beginnings by several teachers had added to F. A.'s indifference to reading; and he hated the sight of books, and was

sure that he could not read.

Working on simple vocabulary, and then presenting him with a book using the learned vocabulary, surprised F. A. and showed him that he could read after all.

Although he worked on reading quite diligently, he was not able to bridge all the deficiencies in one semester. At the close of the first half of the third grade, he had read two primers, the first reader and was reading the readiness second reader of the basic set. His interest was much greater. His health and hygienic outlook had improved, and his score on the Readiness Third Test which was given again gave him an average score in word meanings and word recognition techniques, and a low score on paragraph comprehension.

G. N., a boy of seven years and one month chronological age entered second grade. He came from a very lovely home, in which he had all the advantages any child could have. His reading score was low in the readiness and his scores on the Gates Reading Test were:

| | Score | Reading Grade | Reading Age |
|----------|-------|---------------|-------------|
| Type I | 5 | 1.4 | 6-7 |
| Type II | 6 | 1.45 | 6-7.5 |
| Type III | 3 | 1.5 | 6-8 |

His ability to express himself in oral composition was excellent. Oral reading was a chore for him, and he evaded it whenever possible, lost his place, omitted words, substituted words which made sense from the picture on the page, sighed and acted fatigued whenever simple reading procedure was presented.

G. N.'s mother and little brother visited school one session when individual seat-work was being presented. G. N. had been given individual help on his seat-work problem, drilled on the vocabulary used within the lesson; and left to finish his individual project. As often was the case, he payed little attention to his job, dreamed and looked around the room. His mother went over to his desk, and helped him complete the seat-work assignment, which he then brought to be checked. It was refused, and the child was made to do it independently.

At the close of the session, the mother conferred with the teacher, and appeared very shocked at the inability of her boy to do the work which many of the other children were doing. She said that she saw G. N. needed much help. Then, it was possible

to show this mother what her child's trouble was. He had always been given so much help, that he felt no need to do anything for himself. Talking the situation over, the teacher asked if the child were held responsible for any responsibilities within the home, and the mother replied that he had not been required to do anything special.

Definite plans were made in which this child should be given responsibilities within the home, within the school and the schoolroom; and these plans were executed. The child soon became most willing and eager to do the tasks, and then he began to realize the necessity of working on his reading also.

Individual help was planned, and beginning reading reviewed. Steady progress was noted, and at the close of the semester, the second form of the Gates Primary Reading Test was given and the following scores noted:

| | Score | Reading Grade | Reading Age |
|----------|-------|---------------|-------------|
| Type I | 34 | 2.70 | 8-2 |
| Type II | 35 | 2.65 | 8-1 |
| Type III | 19 | 2.60 | 8-0 |

G. N. has finished reading the primer, the first reader, the readiness second and two second grade readers, plus many extra pleasure library books.

Reading has become fun for this youngster who thought it was too much work.

In analyzing environmental factors, one may find some conditions of the home which have to be accepted as incapable of modification, and the child should be shown ways of adjusting to these factors or modifying them. On the other hand, definite individual help can be given through diplomatically suggesting helpful ideas which may be used within the home. This may be done in a conference with the parents.

Monroe and Backus point out in their discussion of environmental factors, that the environment of the home may contribute greatly to the reading ability or disability of the child. The child has his motivation for reading within the home. The home contributes almost wholly the child's pre-school training. Some parents read a great deal to the children in the home; others do not read at all.¹²

They point out further that some parents even anticipate reading instruction of the school, and attempt to give the child some fundamentals of reading instruction. The usual outcome of such an

12. Marion Monroe and Bertie Backus, Remedial Reading,

attempt is a state of confusion for the child or a very definite hatred of books and all they may contain.

Since the child reflects the attitude within the home, any lack of cooperation between the home and the school will result in an antagonistic attitude on the part of the child. Reversely, cooperation will result in a satisfactory attitude for the child.

Unfavorable home influences may be found in the attitudes of children toward reading. The child who is worried because of the conditions resulting from a broken home does not have a very receptive mind for learning reading. Likewise personal relationships within the home such as an older or younger sister or brother receiving more attention forms an attitude and feeling of insecurity on the¹² part of the child.

The child who comes from the home in which a foreign language is spoken must be given much help in building up his language meanings. Citizenship training and education may be suggested for the parents in such a home; but this must be done diplomatically and carefully so that no antagonism be aroused between such a home and the school.

12. Marion Monroe and Bertie Backus, Remedial Reading, pp. 31-33

Compensating for poor home conditions, the teacher can provide enthusiastic approval of work which shows improvement, interest and understanding in even the smallest bit of growth. Firm, but kind administration of discipline may be given within the classroom to help form good work habits and aid in the foundation skills of reading.

CONCLUSIONS
AND
TABULATION
OF
INDIVIDUAL
CASE STUDIES

CONCLUSION

Throughout these studies it has been shown that many factors are responsible for the child's inability to master reading.

These factors are not easily isolated, and while case studies have been placed under five major forms of difficulty, it has been shown that many children suffer from a combination of these difficulties.

This study has been made to show how it is possible to help the individual child experiencing difficulty with reading in the classroom, while carrying on additional classroom activities.

The analysis of the child's difficulties has been made through two methods; by testing and observing actual reading skills, and by checking for causes through records, conferences with parents, former teachers and with the child.

In evaluating physical factors, it has been noted that defects or disturbances which may be termed physical, or those which revert back to some physical disability may in many instances be overcome or helped in a very marked degree through medical help, proper notice and use of available

material within the classroom.

A helpful program for those suffering from difficulties brought on through physical factors requires a supply of interesting and varied reading materials suited to individual needs and reading levels.

Adjusting the defect by arranging a method of learning which requires as little of the weakness as possible and utilizes better abilities is often advisable. Devising a method of developing through easy successive steps, a plan to overcome the defect is best and possible in most cases.

Emotional factors may be aided within the classroom through patient understanding of the child's problem, removing the emotional disturbance if possible or planning methods of adjustment.

Environmental factors which are disturbing may in many instances be improved by school authorities; and adjustment planned for the child. Again understanding and help may be given a child to help him overcome many environmental difficulties.

The slow-learning child who suffers from low native intelligence needs much help in repetition of material, suiting the material to his needs, and constant encouragement. Other intellectual factors have been noted, and methods and devices shown to

overcome them.

In analyzing educational factors, it has been shown that the teacher should plan for the individual needs of each child, arrange methods and materials to best fit each child's problem, allow for success to be found at all levels of accomplishment, encourage good work habits and advance the child according to his level of ability.

In general, it has been shown that instruction should begin with the simplest material so that success may be achieved. Reading difficulties should be aided through individual instruction. At all times the teacher should have the confidence and cooperation of the child and the home. The materials should be selected with the child's interest and activities in mind. The methods of instruction should vary according to the need of the child experiencing difficulty, and if the children can be grouped for instruction, the individual child should still be considered and watched. Opportunities should be given for much drill on association of words and their meanings. Drills should also be provided for increased eye span, increased span of recognition of words and phrases and exercises to aid in the interpretation of content.

It has been shown that remedial work should be given within the classroom at a regular time each day. Work with individual instruction for the few, requires a great deal of planning for the rest. Definite reading assignments, well-planned seat-work, constant checking and provision for extensive pleasure reading is one of the many requirements of the teacher who gives individual help to the children experiencing difficulty with reading within the classroom.

For remedial work with this type child there should be an abundance of easy reading material, and the material should be of interest to the pupil. It should be bright and attractively printed and illustrated, and should not bear any marking of grade level. Series of basal readers should be the same throughout a school system, so that a controlled vocabulary could be established for the slow reader or for the child who transfers frequently. Confusion could then be avoided for such children.

In various cases listed, the need for a basic reader and series has been shown. Use of a basic series provides: (1) basis for a systematic vocabulary, (2) systematic repetition of the vocabulary

which must be learned as a pre-requisite for more advanced material, (3) supplement for experience stories, and (4) assurance to a high degree of overlap from one book to the next.

Checking and observing causative factors such as have been pointed out (physical, emotional, educational, intellectual and environmental); the teacher can ascertain information that will allow her to plan adequately for the teaching of the individual case in reading. Since each child experiencing difficulty presents his own unique pattern of causative factors, no formula can be set up that may be applied indiscriminately in the remedial teaching of such cases. The teacher's responsibility is to select from the many methods and activities she knows, those techniques which will best fit the needs of the individual with whom he is working.

The teacher must be friendly and sympathetic, tolerant and have the necessary insight into all behavior problems.

| Case | Grade and Age | Difficulty | Test-Scores and Grade Placement | Individual Instruction | Test Results and Other Achievement after Instruction |
|------------|---------------|--|--|--|--|
| 1. A.J. | 2A 7-2 | Reversal of words Poor return eye sweep Excessive eye fixation | Gates I--8-1.5 II--3-1.5 III--1-1.6 | Saccadic drill Instruction on looking at words and reading from left to right Use of pointer Use of marker Word study Study of initial blends | Gates I--36-2.9-8-5 II--38-2.9-8-5 III--20-2.75-8-2 Overcame reversal tendency Increased speed and comprehension |
| 2. C.C. | 2A 6-11 | Substitutions Confusion of letter forms Poor vision | Gates I--6-1.45 II--5-1.42 III--3-1.5 | Seat-work on letter and word drill Vocabulary drill Study of letters Initial sounds Likenesses and differences of words observed | Gates I-34-2.70 II-38-2.90 III-19-2.60 Glasses fitted Improved habits of perception Increased interest Improved mastery of vocabulary |
| 3. S.R. | 2A 8-1 | Difficulty writing and reading manuscript Reversals Myopia Nervous Poor motor control Left-handed | Gates I--5-1.4 II--3-1.35 III--1-1.40 | Vocabulary through visual and auditory ass. Dictionary of words mastered Saccadic drill Use of marker Experience charts Tracing words | Gates I--33-2.65 II--36-2.70 III--19-2.60 Increased vocabulary Reversal tendency aided |
| 4. E.W. | 3A | Poor hearing Right ear-loss Left ear-almost deaf | Western Electric Audiometer | Lessons in lip reading Teacher stood near child when giving instructions Vocabulary presented through object or action Visual stress of confused sounds | Definite growth in reading ability Child made average progress with class Hearing aided through medical attention |

| Case | Grade and Age | Difficulty | Test-Scores and Grade Placement | Individual Instruction | Test-Results and Other Achievement after Instruction |
|------------|---------------|--|---|---|--|
| 5. B.W. | 2A 7-4 | Hearing loss Excessive absence-illness Nervous Timid | Alice and Jerry Readiness Second-Average | Instruction in louder voice Visual aid Ear training | Alice and Jerry III-High Group Superior oral reader |
| 6. C.B. | 2A 7-3 | Excessive absence in first grade Guessed at words No word recognition techniques Reversals Left-handed Parents tried to change handedness Anemic Eyes weakened from Measles | Binet IQ 118 Alice and Jerry II Low Average Gates I-4-1.35 II-3-1.35 III-2-1.45 | Easy vocab. Phrase cards Vocabulary drill through games Liner for reader Rest periods Small lunch during a.m. | Alice and Jerry III-Average Gates I-34-2.70 II-37-2.80 III-21-2.90 Reversal tendency aided Physical disability aided Improved oral reading |
| 7. E.E. | 4A 9-8 | Low native intelligence Substitutions in reading Omits words Oral reading slow and laborious No word recognition techniques | National Intelligence I Q 73 M A 7-1 | Provision of easier material relative to subject matter which class is studying Presenting material with definite stress on vocabulary and phrases | Improved reading ability shown in both oral and silent type reading |
| 8. J.N. | 4A 9-3 | Speech defect Poor muscular control Poor comprehension of instructions Poor readiness for reading Repeats and miscalls words Omits words | National Intelligence I Q 89 M A 8-3 | School advised medical attention Instruction of simple material given as if it were the initial instruction Speech lessons Seat-work planned | Medical aid given for glandular deficiency Interest shown Increased reading ability shown in both oral and silent reading |

| Case | Grade and Age | Difficulty | Test Scores and Grade Placement | Individual Instruction | Test Results and Other Achievements after Instruction |
|-------------|---------------|--|--|---|---|
| 9. G.C. | 10-0 2B | Speech defect due to paralytic condition Eye-muscle balance very poor At times 15/15 15/70 Attended several systems of schooling | Kuhlmann-Anderson I Q 90 | Easy material with large print used. Use of marker Use of pointer Speech instruction in class to supplement help from special speech teacher Eye muscle exercises | Increased vocabulary Improved oral and silent reading. |
| 10. M.J. | 4A 10-5 | Speech defect Unable to talk until 4 yrs. Poor motor control Visual images blurred and confused Emotionally disturbed | Alice & Jerry II--Low III-Average National Intelligence I Q 81 M.A. 8-6 | Easy material Vocab. presented through experience, association and action method. Speech help | Visual aid fitted to glasses. Speech improved. Oral reading average of class |
| 11. B.P. | 7-11 2A | Excessive vocalization | Kuhlmann-Anderson I Q 112 M.A. 8-6 | Child told to put finger between teeth to overcome habit of vocalization | Habit overcome |
| 12. T.R. | 2A 7-1 | Complaints of sickness-half-day absences Emotionally disturbed Read slowly Poor scores in silent reading tests | Kuhlmann-Anderson I Q 107 M.A. 8-8 Alice & Jerry II-low group | Child given school responsibilities Conferred with parents-tried to help overcome emotional disturbance | Alice & Jerry III Readiness-high group Child much calmer and more interested. Both oral and silent reading improved. |

| Case | Grade and Age | Difficulty | Test Scores and Grade Placement | Individual Instruction | Test Results and Other Achievements after Instruction |
|-------------|---------------|--|--|--|---|
| 13. R.J. | 2A 7-8 | Poor background of reading instruction-excessive abs. in first grade Shy Recognized individual words only. Substituted words--reversed | Alice & Jerry II--very low Dolch Word List-recognized 25 words Gates I-4-1.35 II-6-1.45 III-2-1.45 | Experience charts Vocabulary drill stressed Responsibilities given in class activities | Alice & Jerry III average group Overcame shyness Takes care of responsibilities Improved oral reading Gates I--34-2.70 II--35-2.65 III--19-2.60 |
| 14. A.B. | 2A 7-4 | Oral reading slow-showed little interest Substituted words Easily fatigued Timid | Kuhlmarm-Anderson I Q 125 Gates I-21-2.20 II-20-1.80 III-10-1.85 | Instruction given on word recognition techniques Records made of troublesome words-drill Planning class responsibilities | Oral reading much improved-enjoys reading Gates I-46-3.31 II-45-3.45 III-23-3.22 Feeling of inferiority and timidity almost forgotten. |
| 15. S.S. | 3A 8-11 | Careless errors in oral reading, dig for big, etc. Repeated the sentence to correct errors Confused words of similar form, such as come, came, etc Emotionally very disturbed Nervous Speech defect | Alice & Jerry III-very low Gates Basic Test for Third Grade indicated reading grade of 2.5; and reading age of 7-10 | Easy material Class responsibilities given Doctor's care suggested Rest periods given Help on speech Word recognition techniques stressed Vocabulary drill and games Experience stories concerning child's hobby. | Improved oral Reading. Gates Basic Reading Test for Grade III-indicated reading grade of 3.4; and reading age of 8-10 Hysterical outbursts aided by doctor Nerves quieted Speech helped |

| Case | Grade and Age | Difficulty | Test Scores and Grade Placement | Individual Instruction | Test Results and Other Achievement after Instruction |
|-------------|---------------|--|---|--|---|
| 16. G.D. | 2A 7-6 | Hatred of reading Sullen and negativistic Reading was spasmodic-sometimes read very well, and sometimes not well at all. Would make long pauses before saying words, substitute words in the sentence. Jealous of smaller brother | Alice & Jerry II-very low Gates I-12-1.75 II-4 -1.4 III-0 -1.3 | Reading through the use of word games, seat-work and work books Work on parallel book to avoid repetition of stories drill- Classroom responsibilities given | Alice & Jerry III-average Gates I-37-3.0 II-32-2.5 III-18-2.5 Improved work and study habits Improved oral and silent reading. Some improvement in overcoming negativistic attitude |
| 17. E.S. | 2A 7-1 | Oral reading very slow Made frequent substitutions Omitted small words Reversed letters within words Many eye fixations on single word Irregular return sweep Poor recognition of basic vocab. Parents punished child because of poor reading | Alice & Jerry II-very low Gates I--5-1.4 II--4-1.4 III--3-1.5 | Vocabulary drill by means of games Experience with word recognition techniques given Word families Spelling " Work-book Responsibilities given | Alice & Jerry III-average Gates I-34--2.7 II-33--2.55 III-21--2.9 Improved oral and silent reading Likes reading Improved eye span and return sweep. |

| Case | Grade and Age | Difficulty | Test Scores and Grade Placement | Individual Instruction | Test Results and Other Achievement after Instruction |
|-------------|---------------|--|---|---|--|
| 18. E.D. | 3A 9-6 | Low native intelligence Oral reading very slow Reversals Substitutions Comprehension very poor Unable to use word recognition techniques Memorized words and pages- no word associations. | Weekly Reader Test- no score Alice & Jerry III-very low Gates I-24-2.3 II-11-1.5 III--4-1.55 | Flash cards and phrase drill Experience stories Use of marker Tracing of words Simple story books with comprehension type check questions | Gates Silent Reading Test (Grades 3-8) Score 7 Grade Placement 3.5 Reading Age 9-0 Read many more books Comprehension improved Word mastery increased Work and study habits improved Interest keener |
| 19. J.J. | 2A 8-0 | Slow reader Slow in response to all directions Poor work and study habits Listless and indifferent to individual help. Annoying in actions Poor word recognition Substitution of words and phrases | Kuhlmann-Anderson I Q 84 M A 6-9 Alice & Jerry II--very low group | Planned short individual lessons Individual record of accomplishment kept. Word and phrase drill | Alice & Jerry III-average group Improved mastery of word recognition techniques Comprehension improved Speed of oral reading increased |
| 20. P.A. | 2A 7-6 | No knowledge of word recognition technique Comprehension poor. Very self-conscious and afraid of making errors | Kuhlmann-Anderson I Q 110 Alice & Jerry II-average lowest score in comprehension | Use of context clues and phonetic aids taught | Alice & Jerry III-high group perfect score on word recognition techniques Improved comprehension Improved oral reading Overcame fear of making errors. |

| Case | Grade and Age | Difficulty | Test-Scores and Grade Placement | Individual Instruction | Test-Results and Other Achievement after Instruction |
|-------------|---------------|---|--|---|--|
| 21. K.B. | 3A 10-6 | Oral reading very slow Substitutions of words Letter reader Many eye-fixations on single word Poor return eye-sweep Inferiority complex Low native intelligence Reading retardation of several years Poor visual and auditory attention span Poor memory | Nat'l. Intell. M A 6-7 Gates I-10-1.65 II--9-1.50 III--7-1.70 | A class with easy material presented. Saccadic drill Use of pointer Use of marker Games with vocabulary words Experience stories used Word book in which child's word difficulties were recorded. | Gates I-36-2.90 II-30-2.40 III-17-2.40 Improved oral and silent reading Improved work and study habits Improved comprehension Inferiority complex partially overcome Attention span increased. |
| 22. A.L. | 3A 13-5 | Oral reading slow and laborious Words omitted Similar words confused Reversals Low native intelligence | Binet I Q 51 | Individual help with flash cards Word games Simple work-book Vocabulary dictionary of child's own difficulties | Gained 150 new vocabulary words in one semester Read primer and first reader of basic set. |
| 23. S.A. | 3A 10-6 | Oral reading very difficult No power of word recognition No phonetic analysis or context clues learned Dominant left hand Confused vocab. Attended 11 different schools in Omaha Poor home conditions | | Easy material with vocab. drill Experience stories Mimeographed word drill sheets for individual help Use of basic work to help strengthen vocabulary build-up | Mastered 80 new words in five weeks time Improved oral reading Improved work and study habits Improved health habits |

| Case | Grade and Age | Difficulty | Test Scores and Grade Placement | Individual Instruction | Test Results and Other Achievement after Instruction |
|-------------|---------------|---|--|--|---|
| 24. C.M. | 2A 6-9 | Immature Little or no recognition of vocab. of simplest books | Alice & Jerry II-very low Gates I--2-1.27 II--3-1.35 III--1-1.40 | Experience stories Word games Word families Word recognition techniques stressed Much repetition of basic work | Alice & Jerry III-low group Gates I-32-2.60 II-34-2.60 III-18-2.50 Read four primers, first and parallel first and half way through second reader |
| 25. B.B. | 2A 6-9 | Immature Little or no recognition of simplest book vocabulary Poor work and study habits Poor motor control | Alice & Jerry II-very low Gates I--3-1.3 II--4-1.4 III--1-1.4 | Experience stories Likeness and differences of words studied Word games Word families | Alice & Jerry III-low group Gates I-33-2.65 II-33-2.55 III-18-2.50 Read four primers first and parallel first, and half of second reader. Improved oral reading and comprehension |
| 26. G.E. | 2A 7-6 | Poor mastery of beginning reading Nervous Inferiority complex Oral reading slow, many errors and substitutions | Alice & Jerry II-complete score-3 very low group Dolch List-recognized 18 words Gates I-2-1.27 II-2-1.30 III-0-1.30 | Experience stories in book form-illustrated by child. Word book made of vocabulary mastered Easier material used | Improved oral and silent reading. Overcame feeling of inferiority Dolch List-recognized 174 words Gates I-26-2.37 II-26-2.20 III-15-2.20 Read three primers one first reader and is now working on parallel first reader. Tested in April 7 months instruction. |

| Case | Grade and Age | Difficulty | Test-Scores and Grade Placement | Individual Instruction | Test-Results and Other Achievement after Instruction |
|-------------|---------------|--|---|---|---|
| 27. A.M. | 2A 7-6 | Slow and careless reading Guessed at words Remarkable rote memory Memorized vocabulary in given order from board with little or no meaning or association | Alice & Jerry II-low group Gates I-5-1.4 II-4-1.4 III-1-1.4 | Work on vocab. association Check-up on daily word assignments Work-book Word games Explanation of every step in primary reading instruction | Alice & Jerry III-average group Gates I-35-2.80 II-32-2.50 III-19-2.60 Improved work and study habits Much improved oral and silent reading. |
| 28. R.M. | 2A 7-6 | Foreign language spoken in home--child also spoke foreign language Oral reading slow-many substitutions | | Vocabulary developed through pictures and object association Language and reading exercises given. | Increased mastery of English. Improved oral and silent reading. |
| 29. E.H. | 2A 7-5 | Insecurity at home and at school Nervous Easily fatigued Poor word recognition Missed father's companionship Divorce in family | Dolch List recognized 50 words Gates I-4-1.35 II-3-1.35 III-3-1.50 | Basic first reader instruction presented. Word games Vocabulary drill Commendation from grandfather as well as from mother and teacher. | Dolch List mastered additional 150 words. Gates I-33-2.65 II-33-2.55 III-19-2.60 Improved oral and silent reading Improved word recognition techniques. Child interested in own improvement. |
| | | | | | |

| Case | Grade and Age | Difficulty | Test Scores and Grade Placement | Individual Instruction | Test Results and Other Achievement after Instruction |
|--------------|---------------|---|--|--|--|
| 30. M.A. | 3A 8-3 | Irregular class attendance Under-nourished youngster Over-burdened with care of house and baby sister Reading very slow with a decided weakness in recognition of words Similar words easily confused | | Attendance worker and Juvenile Court worker assured child a chance of regular classroom instruction. Rest periods and added lunch provided in school | Improved oral and silent reading. Good comprehension Mastered word recognition techniques |
| 31. C.Mc. | 2A 6-9 | Emotionally disturbed Poor word recognition Confused Similar words Stuttered | Alice & Jerry II-low group Gates I-9-1.6 II-13-1.57 III-5-1.6 | Conference held with parents and sister about emotional disturbance, and plans made to overcome disturbance. Drill with flash cards Use of easier material until child gained good vocab. Commendation on good work given. | Alice & Jerry III-high group Gates I-37-3.0 II-38-2.90 III-22-3.10 Much improved oral and silent reading. Overcame emotional upset. Much more poise Improved work and study habits. |
| | | | | | |

| Case | Grade and Age | Difficulty | Test Scores and Grade Placement | Individual Instruction | Test Results and Other Achievement after Instruction |
|------|---------------|------------|---------------------------------|------------------------|--|
|------|---------------|------------|---------------------------------|------------------------|--|

| | | | | | |
|-------------|------------|---|---|---|--|
| 32. F.A. | 3A 10-3 | Very poor home background Oral reading very slow Many repetitions within the sentence to correct errors Little interest in reading. Comprehension poor. | Binet I Q 90 Alice & Jerry III-very low (Answers mere guesses) | Vocabulary drill Easier material given, and definite beginning instruction given. | Alice & Jerry III given at end of first semester-score put child in average group. Read two primers, first and parallel first reader. |
| 33. G.N. | 2A 7-1 | Oral reading very poorly mastered. Substituted words, lost place in reading, omitted words Easily fatigued. Little interest Poor work habits Comprehension poor. | Alice & Jerry II-low group Gates I-5-1.4 II-6-1.45 III-3-1.5 | Responsibilities given to child in school and home. Beginning reading instruction reviewed. Word games Experience stories. | Increased interest in reading. Comprehension improved. Gates I-34-2.70 II-35-2.65 III-19-2.60 Read the primer, first reader parallel first and two second readers. |

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APPENDIX

A BASIC SIGHT VOCABULARY OF 220 WORDS--E. W. DOLCH

| | | | |
|---------|--------|-------|-------|
| a | best | did | four |
| about | better | do | from |
| after | big | does | full |
| again | black | done | funny |
| all | blue | don't | gave |
| always | both | down | get |
| am | bring | draw | go |
| an | brown | drink | goes |
| and | but | | going |
| any | buy | eat | good |
| are | by | eight | got |
| around | | every | green |
| as | call | | grow |
| ask | came | fall | |
| at | can | far | had |
| ate | carry | fast | has |
| away | clean | find | have |
| | cold | first | he |
| be | come | five | help |
| because | could | fly | her |
| been | cut | for | here |
| before | | found | him |

| | | | |
|-------|--------|--------|-------|
| his | little | one | saw |
| hold | life | only | say |
| hot | long | open | see |
| how | look | or | seven |
| hurt | | our | shall |
| | made | out | she |
| I | make | over | show |
| if | many | own | sing |
| in | may | | sit |
| into | me | pick | six |
| is | much | play | sleep |
| it | must | please | small |
| its | my | pretty | so |
| | myself | pull | some |
| jump | | put | soon |
| just | never | | start |
| | now | ran | stop |
| keep | no | read | |
| kind | not | red | take |
| know | new | ride | tell |
| | | right | ten |
| laugh | of | round | tent |
| let | old | run | thank |
| light | on | | that |
| like | once | said | the |

| | | |
|----------|--------|------|
| their | walk | yes |
| them | want | you |
| then | warm | your |
| there | was | |
| these | wash | |
| they | we | |
| think | well | |
| this | went | |
| those | were | |
| three | what | |
| to | when | |
| today | where | |
| together | which | |
| too | white | |
| try | who | |
| two | why | |
| | will | |
| under | wish | |
| up | with | |
| upon | work | |
| us | would | |
| use | write | |
| very | yellow | |

SCALE A — FORM 1

Prepared under the auspices of the National Research Council by M. E. Haggerty,
L. M. Terman, E. L. Thorndike, G. M. Whipple, and R. M. Yerkes

Name _____
First name _____ Last name _____

Grade _____ Boy or Girl _____ Age _____
Years _____ Months _____

Date of birth _____ Race _____
Month _____ Day _____ Year _____

Birthplace of parents _____
Father _____ Mother _____

Teacher _____

School _____ City _____


Date _____

| TEST | RIGHTS | METHOD | SCORE |
|----------------------|-----------------|---------------------------|-------|
| 1 | | $\times 2 =$ | |
| 2 | | $\times 2 =$ | |
| 3 | | $=$ | |
| 4 | | Wrongs $- (\quad) =$ | |
| 5 | | $\times \frac{3}{10} =$ | |
| TOTAL | Sum of 5 scores | | |
| MENTAL AGE IN MONTHS | | | |

TABLE OF MENTAL AGES IN MONTHS EQUIVALENT TO SCORES IN SCALE A

| SCORE | M.A. | SCORE | M.A. | SCORE | M.A. | SCORE | M.A. | SCORE | M.A. | SCORE | M.A. | SCORE | M.A. | SCORE | M.A. |
|-------|------|-------|------|-------|------|-------|------|-------|------|-------|------|-------|------|-------|------|
| 41 | 97 | 61 | 114 | 81 | 130 | 101 | 144 | 121 | 160 | 141 | 180 | 161 | 200 | 181 | 220 |
| 42 | 98 | 62 | 115 | 82 | 131 | 102 | 144 | 122 | 160 | 142 | 181 | 162 | 201 | 182 | 221 |
| 43 | 99 | 63 | 116 | 83 | 131 | 103 | 145 | 123 | 161 | 143 | 182 | 163 | 202 | 183 | 222 |
| 44 | 100 | 64 | 117 | 84 | 132 | 104 | 146 | 124 | 162 | 144 | 183 | 164 | 203 | 184 | 223 |
| 45 | 101 | 65 | 118 | 85 | 132 | 105 | 146 | 125 | 163 | 145 | 184 | 165 | 204 | 185 | 224 |
| 46 | 102 | 66 | 118 | 86 | 133 | 106 | 147 | 126 | 165 | 146 | 185 | 166 | 205 | 186 | 225 |
| 47 | 103 | 67 | 119 | 87 | 134 | 107 | 148 | 127 | 166 | 147 | 186 | 167 | 206 | 187 | 226 |
| 48 | 103 | 68 | 119 | 88 | 134 | 108 | 149 | 128 | 167 | 148 | 187 | 168 | 207 | 188 | 227 |
| 49 | 104 | 69 | 120 | 89 | 135 | 109 | 150 | 129 | 168 | 149 | 188 | 169 | 208 | 189 | 228 |
| 50 | 105 | 70 | 121 | 90 | 136 | 110 | 151 | 130 | 169 | 150 | 189 | 170 | 209 | 190 | 229 |
| 51 | 106 | 71 | 122 | 91 | 137 | 111 | 151 | 131 | 170 | 151 | 190 | 171 | 210 | | |
| 52 | 107 | 72 | 123 | 92 | 137 | 112 | 152 | 132 | 171 | 152 | 191 | 172 | 211 | | |
| 53 | 107 | 73 | 124 | 93 | 138 | 113 | 153 | 133 | 172 | 153 | 192 | 173 | 212 | | |
| 54 | 108 | 74 | 125 | 94 | 138 | 114 | 154 | 134 | 173 | 154 | 193 | 174 | 213 | | |
| 55 | 109 | 75 | 126 | 95 | 139 | 115 | 155 | 135 | 174 | 155 | 194 | 175 | 214 | | |
| 56 | 110 | 76 | 126 | 96 | 140 | 116 | 156 | 136 | 175 | 156 | 195 | 176 | 215 | | |
| 57 | 111 | 77 | 127 | 97 | 141 | 117 | 156 | 137 | 176 | 157 | 196 | 177 | 216 | | |
| 58 | 112 | 78 | 128 | 98 | 142 | 118 | 157 | 138 | 177 | 158 | 197 | 178 | 217 | | |
| 59 | 112 | 79 | 128 | 99 | 142 | 119 | 158 | 139 | 178 | 159 | 198 | 179 | 218 | | |
| 60 | 113 | 80 | 129 | 100 | 143 | 120 | 159 | 140 | 179 | 160 | 199 | 180 | 219 | | |

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Exercise 1

Find all the answers as quickly as you can.

Write the answers on the dotted lines.

Use the sides or bottom of the page to figure on.

Begin here

- 1 How many cents are six cents and five cents? *Answer.....*
- 2 A girl earned 75 cents and spent 43 cents. How much did she have left? *Answer.....*
- 3 How many nickels make a dollar? *Answer.....*
- 4 How many square inches are there in a card 7 inches long by 6 inches wide? *Answer.....*
- 5 How long will it take a man to walk 19 miles at the rate of 4 miles an hour while walking if he makes two stops of an average length of 15 minutes each? *Answer.....*
- 6 On December 20 the sun rises at 7:22 and sets at 4:48. How much less of the day is daylight than dark? *Answer.....*

Test 1

Find all the answers as quickly as you can.

Write the answers on the dotted lines.

Use the sides or bottom of the page to figure on.

Begin here

- 1 Five cents make 1 nickel. How many nickels make a dime? *Answer . . .*
- 2 John paid 5 dollars for a watch and 3 dollars for a chain. How many dollars did he pay for the watch and chain? *Answer*
- 3 Nell is 13 years old. Mary is 9 years old. How much younger is Mary than Nell? *Answer*
- 4 One quart of ice cream is enough for 5 persons. How many quarts of ice cream are needed for 25 persons? *Answer*
- 5 John's grandmother is 86 years old. If she lives, in how many years will she be 100 years old? *Answer*
- 6 If a man gets \$2.50 a day, what will he be paid for six days' work? *Answer*
- 7 How many inches are there in a foot and a half? *Answer*
- 8 What is the cost of 12 cakes at 6 for 5 cents? *Answer*
- 9 The uniforms for a baseball team of nine boys cost \$2.50 each. The shoes cost \$2 a pair. What was the total cost of uniforms and shoes for the nine? *Answer*
- 10 A train that usually arrives at half-past ten was 17 minutes late. When did it arrive? *Answer*
- 11 At 10¢ a yard, what is the cost of a piece of ribbon $10\frac{1}{2}$ ft. long? *Answer*
- 12 A man earns \$6 a day half the time, \$4.50 a day one fourth of the time, and nothing on the remaining days for a total period of 40 days. What did he earn in all in the 40 days? *Answer*
- 13 What per cent of \$800 is 4% of \$1000? *Answer*
- 14 If 60 men need 1500 lb. flour per month, what is needed per man per day, counting a month as 30 days? *Answer*
- 15 A car goes at the rate of a mile a minute. A truck goes 20 miles an hour. How many times as far will the car go as the truck in 10 seconds? *Answer*
- 16 The area of the base (inside measure) of a cylindrical tank is 90 square feet. How tall must it be to hold 100 cubic yards? *Answer*

Exercise 2

SAMPLES { Sugar.....sweet.
sing.

Write on each dotted line one word to make the sentence sound sensible and right.

Begin here

- 1 The apple is
- 2 Fish swim the water.
- 3 Boys girls like to ball.
- 4 Fire is hot, but ice is
- 5 The child will his hand if plays with
that knife.
- 6 The sets night and
in the morning.
- 7 We if we would.
- 8 Time sometimes worth more money.
- 9 Hard work men
- 10 History is an of that took place in
the

Test 2

Write on each dotted line one word to make the sentence sound sensible and right.

SAMPLES { Sugar . . . *is* . . . sweet.
 . . . *Birds* . . . sing.

Begin here

- 1 The dog black.
- 2 An airplane is able to a great distance in a short time.
- 3 Mother is doughnuts.
- 4 There are seven in the rainbow.
- 5 Rain snow fall from the clouds.
- 6 We love liberty the United States.
- 7 Twenty-five cents make one of a dollar.
- 8 Bananas grow in climates.
- 9 He tried to his ball among the bushes.
- 10 Jack came to me mow the lawn.
- 11 Trees are than bushes.
- 12 Winter is in the North and short in the
- 13 The man aids his fellows will his reward.
- 14 A is made up an engine and coaches.
- 15 You should never go a crowd when have a cold.
- 16 Several have gone by since the end of the greatest
 in history.
- 17 Labor unions the right to for higher wages.
- 18 The visitor the child name.
- 19 Poverty cannot down a man is intelligent and
 hard.
- 20 should prevail in churches and libraries.

Exercise 3

SAMPLES { man (body cane head shoes teeth)
 dog (blanket chain collar legs nose)
 house (cellar paint room servants walls)

In each row draw a line under each of the two words that tell what the thing always has.

-
- Begin here**
- 1 table (books cloth dishes legs top)
 - 2 apple (basket redness seeds skin sweetness)
 - 3 shoe (button foot sole toe tongue)
 - 4 showers (clouds lightning rain thunder wind)
 - 5 scissors (cloth cutting edge metal paper)
 - 6 travel (automobile journey moving train visit)
 - 7 teeth (dentist enamel pain pulp toothbrush)
 - 8 idiocy (crime foolishness poverty stupidity tuberculosis)

Test 3

In each row draw a line under each of the two words that tell what the thing always has.

| | | |
|---------|-------|---|
| SAMPLES | man | (<u>body</u> cane <u>head</u> shoes teeth) |
| | dog | (blanket chain collar <u>legs</u> <u>nose</u>) |
| | house | (cellar paint <u>room</u> servants <u>walls</u>) |

-
- Begin here**
- 1 elephant (circus ears hay keeper trunk)
 - 2 mouse (back cat eyes cheese trap)
 - 3 hoe (blade digging garden handle rust)
 - 4 iron (coldness polish rust strength weight)
 - 5 barn (hayloft horses roof sheep walls)
 - 6 stream (banks fish fisherman mud water)
 - 7 penny (brightness copper date dirt Indian)
 - 8 bureau (brush drawers mirror scarf top)
 - 9 city (automobiles buildings crowds streets street cars)
 - 10 cube (corners drawing size stone wood)
 - 11 ring (diameter diamond monogram roundness seal)
 - 12 diphtheria (convalescence eruption fever germs medicine)
 - 13 lake (fish salt sand shore water)
 - 14 division (classroom dividend divisor paper pencil)
 - 15 gasoline (automobile can explosion liquid odor)
 - 16 gladness (cheerfulness excitement joy laughter smiling)
 - 17 crowd (closeness danger dust excitement number)
 - 18 parade (automobiles flags horses people route)
 - 19 reading (book eyes picture printing words)
 - 20 cough (ache danger irritation noise sneezing)
 - 21 love (affection attachment display kisses sweetheart)
 - 22 jungle (tigers hunters path thickets vegetation)
 - 23 king (crown kingdom prince scepter subjects)
 - 24 fiction (falsehood hero imagination impossibility invention)

Exercise 4

SAMPLES { cold .. D .. hot
big large
best worst

If the two words mean the same, write S on the dotted line between them.
If they are as different as can be, write D between them.

-
- | | | |
|------------|----|-------------------------|
| Begin here | 1 | yes no |
| | 2 | son daughter |
| | 3 | light bright |
| | 4 | crawl creep |
| | 5 | wet dry |
| | 6 | lift raise |
| | 7 | tall short |
| | 8 | die live |
| | 9 | nay no |
| | 10 | rough smooth |
| | 11 | hill valley |
| | 12 | genuine real |
| | 13 | useless useful |
| | 14 | center rim |
| | 15 | brief short |
| | 16 | tease plague |
| | 17 | liquid solid |
| | 18 | crafty tricky |
| | 19 | elevate raise |
| | 20 | astonish surprise |


Test 4

If they mean the same, write **S** between them.

If they are as different as can be, write **D** between them.

SAMPLES { cold..D..hot
big..S..large
best..D..worst

| | | | | |
|-------------------|----|------------------------|----|-------------------------|
| Begin here | 1 | new.....old | 21 | continue.....cease |
| | 2 | still.....noisy | 22 | go.....leave |
| | 3 | fall.....drop | 23 | coarse.....crude |
| | 4 | up.....down | 24 | bondage.....slavery |
| | 5 | wrong.....right | 25 | either.....neither |
| | 6 | liberty.....freedom | 26 | refuse.....decline |
| | 7 | raise.....lower | 27 | abrupt.....sudden |
| | 8 | sharp.....dull | 28 | kindle.....quench |
| | 9 | hit.....strike | 29 | delve.....dig |
| | 10 | alike.....different | 30 | extreme.....moderate |
| | 11 | calm.....stormy | 31 | admire.....esteem |
| | 12 | take.....give | 32 | legend.....myth |
| | 13 | broad.....wide | 33 | agreement.....harmony |
| | 14 | distant.....near | 34 | frank.....candid |
| | 15 | ascend.....descend | 35 | transient.....permanent |
| | 16 | awkward.....clumsy | 36 | expect.....anticipate |
| | 17 | masculine.....feminine | 37 | coy.....bold |
| | 18 | courage.....bravery | 38 | eminent.....obscure |
| | 19 | rough.....uneven | 39 | censure.....approve |
| | 20 | build.....construct | 40 | bliss.....ecstasy |

 Go to the other column at the top of the page and do as many as you can.

Exercise 5

Make under each drawing the number you find under that drawing in the key. Do each one as you come to it.

KEY

| | | | | | | | | |
|----------|-----------|----------|---|----------|--------|----------|-------|------------|
| Δ | \square | ∞ | + | Σ | ρ | \oplus | Ξ | \diamond |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

Begin here

| | | | | | | | | | | | | | | | | | | | |
|----------|----------|---|--------|-----------|----------|---|----------|----------|------------|-----------|----------|--------|-------|---|------------|--------|----------|-------|-----------|
| ∞ | Δ | + | ρ | \square | \oplus | + | Δ | Σ | \diamond | \square | ∞ | ρ | Ξ | + | \diamond | ρ | ∞ | Ξ | \square |
| 3 | / | 4 | | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | | |
|----------|----------|-------|----------|----------|-----------|------------|----------|--------|---|------------|----------|----------|-----------|----------|-------|----------|----------|---|----------|
| \oplus | Δ | Ξ | Σ | \oplus | \square | \diamond | ∞ | ρ | + | \diamond | ∞ | Δ | \square | Σ | Ξ | Σ | Δ | + | \oplus |
| | | | | | | | | | | | | | | | | | | | |

Test 5

Make under each drawing the number you find under that drawing in the key. Do each one as you come to it.

KEY

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| б | π | м | ⊃ | л | Т | ⊕ | ⊗ | ⊂ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

Begin here

| | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| м | π | б | м | б | π | м | ⊃ | б | л | Т | π | б | ⊃ | ⊕ | ⊂ | л | π | м | ⊗ |
| | | | | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ⊃ | ⊂ | π | ⊗ | Т | б | ⊕ | л | м | ⊃ | ⊗ | Т | м | б | π | л | ⊂ | ⊕ | ⊃ | π |
| | | | | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Т | м | ⊗ | л | ⊂ | ⊕ | б | ⊃ | л | ⊂ | Т | π | ⊗ | м | ⊕ | б | Т | π | б | ⊕ |
| | | | | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ⊂ | ⊗ | л | м | ⊃ | ⊗ | π | л | ⊕ | м | ⊂ | Т | ⊃ | б | м | ⊗ | π | Т | ⊂ | л |
| | | | | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ⊃ | ⊕ | б | ⊂ | ⊕ | л | м | π | ⊃ | Т | ⊗ | б | Т | ⊃ | ⊗ | ⊂ | ⊕ | л | ⊃ | Т |
| | | | | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ⊗ | π | м | б | л | ⊕ | ⊂ | ⊃ | Т | ⊗ | л | ⊕ | ⊂ | ⊗ | Т | ⊃ | Т | ⊗ | ⊕ | ⊂ |
| | | | | | | | | | | | | | | | | | | | |

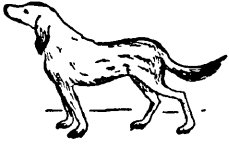
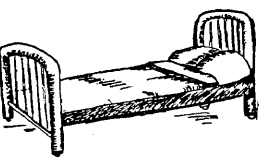
GATES PRIMARY READING TEST

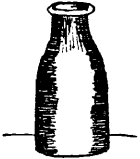
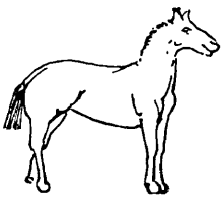
Type 1. Word Recognition

Grades 1 and 2

FORM 1

Write your name here
When is your birthday? How old are you?
State School Grade

| | | |
|--|-----|-----|
|  | did | egg |
| | dog | two |
|  | be | bed |
| | bag | she |



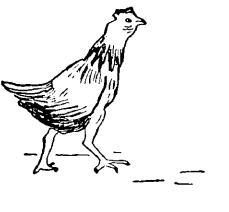


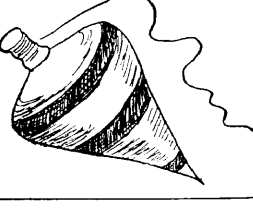
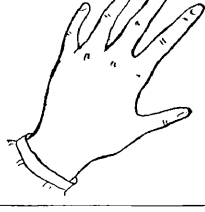


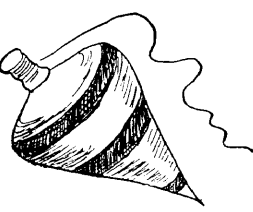
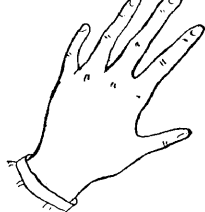
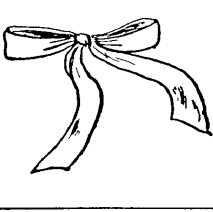
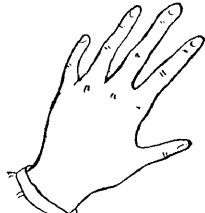



| | | |
|---|-------|-------|
|  | may | make |
| | come | milk |
|  | horse | play |
| | hose | house |


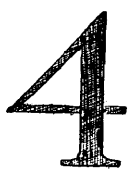
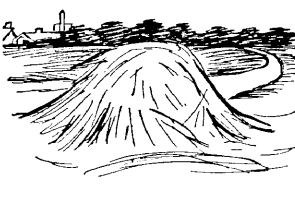
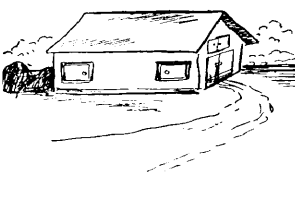
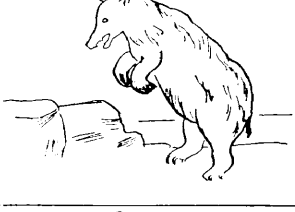
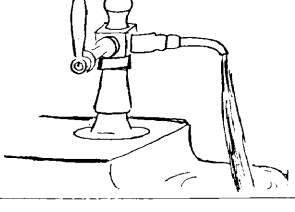



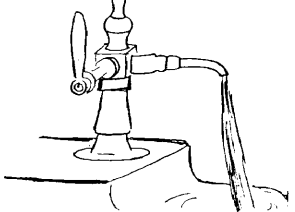






the Examiner. 1. Prepare large drawings of above exercises on blackboard or paper. (Pictures from magazines may be used in place of drawings.) 2. See that each child has a pencil. 3. Distribute papers. 4. Have children fill in blanks at top of this page (with your help). 5. This front page should be up when signal to begin is given. 6. These pictures are to be very fully shown and explained to pupils. Instructions to children: "I want you to look at the first picture. Next to it there are some words. One of the words goes with the picture. You are to draw a ring around that word that tells about the picture. Put your finger on the word that belongs with the picture. Now watch what I am going to do. [Examiner, chalk in hand, points to words on blackboard which are in the first block in any order.] 'I draw a ring around this one?' This one? [until correct word is reached and ring is drawn around this correct word.] 'That is right. The four words are 'did,' 'egg,' 'dog,' and 'two.' We have drawn a ring about the word 'dog' because the picture is of a dog. This word tells us the most about the picture. Now you look at your own paper, look at the picture, find the right word and with your pencil draw a ring around it. Do it. [Correct errors.] [Pause.] [Same procedure for other three pictures and words on front page.] **Do not open your books until I tell you to.** Now I am going to show what we are to do next.


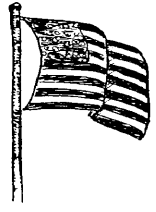
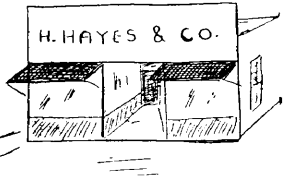


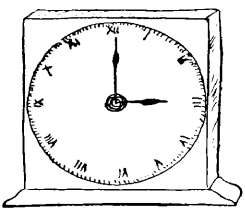


On the inside of the book are some more pictures and words. [Examiner holds up copy of the test showing the inner pages.] You are to do the first one, then the next one below it, etc. [Examiner points down first column, then second, etc., and also demonstrates order on all three pages.] As soon as you have drawn a ring around the one word for one picture, go right ahead and do the next one. Now remember, first you are to look at the picture, then at the words next to the picture, then find the one word that goes best with the picture and make a ring around that one word. **Make a ring around one word only for each picture. Do you understand?** All right. Open your books and **BEGIN. Go ahead.**" 7. Inspect the work of each child; see that each works from top to bottom of columns and that each follows the pages in order. Urge children individually to try the examples in order but *do not tell them the answers.* Discourage dawdling over difficult problems; tell them to try the next. Watch for children who make rings indiscriminately and tell them to make only one ring for each picture. 8. The signal **STOP** is given at the end of **15 minutes.** Collect papers immediately. 9. The score is the number of exercises marked correctly minus one-third the number incorrect. If more than one word in an exercise is marked, that exercise is scored as incorrect. For further details see the Manual of Directions.



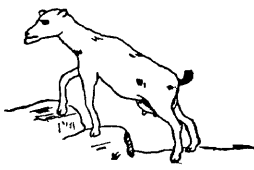




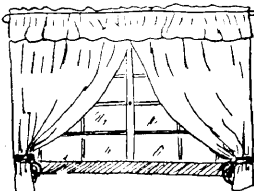
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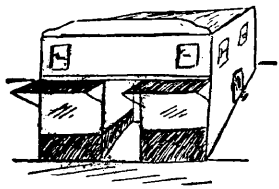
Copyright, 1926, by Arthur I. Gates

| | | |
|---|------|------|
|  | bed | boy |
|  | fly | not |
|  | can | put |
|  | run | red |
|  | hen | has |
|  | pan | get |
|  | say | out |
|  | pig | sit |
|  | king | song |
|  | kite | find |
|  | top | try |
|  | hot | cap |
|  | want | hand |
|  | have | wind |
|  | buy | fox |
|  | bow | new |

| | | |
|---|-------|-------|
|  | sea | men |
|  | sun | may |
|  | foot | soup |
|  | door | four |
|  | hay | how |
|  | fan | toy |
|  | dark | corn |
|  | barn | ball |
|  | bell | bear |
|  | star | read |
|  | water | walks |
|  | paper | gates |
|  | trees | sleds |
|  | sleep | keep |
|  | fans | back |
|  | mice | face |

| | | |
|--|-------------------|-------------------|
|  | fix lip | lie tie |
|  | frog floor | flag clap |
|  | more story | stick store |
|  | farmer father | falling warmer |
|  | rats ran | rain again |
|  | clock block | chalk clean |
|  | grow bow | blow slow |
|  | liking wanting | walking talked |

| | | |
|--|------------------|-----------------|
|  | hear hair | said pair |
|  | find sand | stand stair |
|  | goat gold | boat road |
|  | ride hill | hide made |
|  | crow cow | drop across |
|  | hour south | soup soap |
|  | pies pick | rock pink |
|  | winds finding | window throw |



drop shot
shop stop



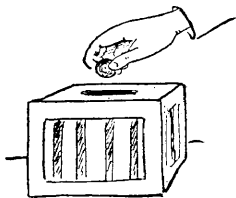
wheat wheel
went meat



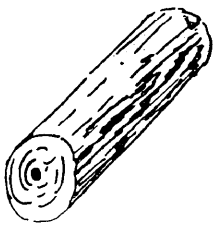
town throw
twelve crow



loaf leaf
leave left



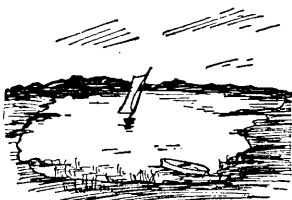
bark band
bank thank



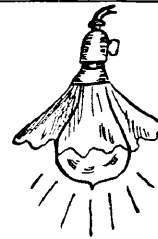
wore wood
fork word



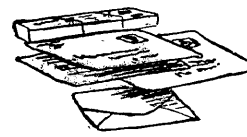
smile smell
while mile



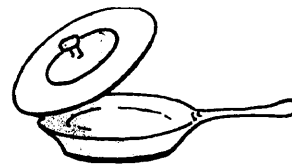
lake take
like last



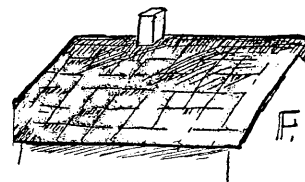
light lost
fight lifts



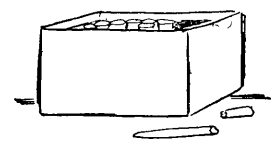
mile maid
mail nail



corner cover
river cocoa



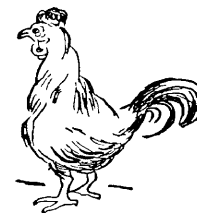
took roof
room root



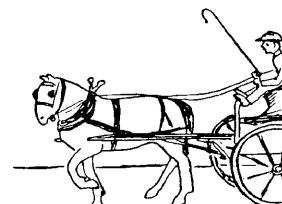
change talk
cluck chalk



lies lady
lily only



rock cock
cook colt



drive dirty
live divide

GATES PRIMARY READING TEST

Type 2. Sentence Reading

Grades 1 and 2

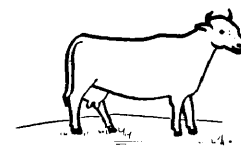
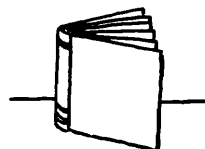
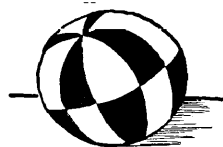
FORM 1

Write your name here
 When is your birthday? How old are you?
 State School Grade

This is a cat. I

This is a book. II

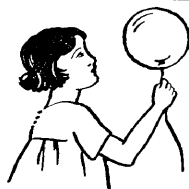
This is a cup. III



The girl has a book. I

The cup is white. II

The cat has a ball. III



The Examiner: 1. Prepare large drawings of above exercises on board or paper. (Pictures from magazines may be used in place of drawings.) 2. Distribute tests and pencils and have children fill in the blanks at the top of this page. Help them if necessary. 3. Call children's attention to the exercises above on this page. 4. Give instructions similar to the following: "Look at the first sentence. Read it. What does it say? Now, look at the pictures. Which one tells the same story (or story) as the sentence? Does this one?" (Continue until the right picture is found.) "Now, notice the line at the end of this sentence. How many are there? One. That is right. Now draw one line on the picture to show that it tells about this sentence. Make it like this." (Examiner makes a large single line on the picture on the board.) "Now, draw a line on the picture on your paper. Now, read the second sentence. Do you see the lines at the end of this sentence? How many are there? Two. That is right. Now, find the picture which tells the same story as this sentence, and draw two lines on it." (Examiner demonstrates on board.) "Now, read the third sentence. How many lines do you find at the end of this sentence? Three is right. Now, find the right picture and draw three lines on it." (Demonstrate.) Repeat

the directions with the second exercise. "It is very important to see how many lines follow each sentence and to draw the same number on the right picture. Be very careful about this! Now, turn over the first page. Here are some more pictures and sentences. I want you to read these sentences and mark the pictures just as we did before. Be sure to mark the picture with one line if the sentence is followed by one; with two lines, if the sentence is followed by two; and with three lines, if the sentence is followed by three. As soon as you finish one sentence, go on to the next. I want you to do as many as you can before I say 'Stop.' If one sentence is too hard for you, don't spend too much time on it, but go on to the next one. Do you understand? All right! BEGIN." 5. Inspect the work of each child; give individual instructions when needed. Discourage long delays over difficult problems; tell the pupil to try the next. Watch for failures to mark the pictures according to instructions. 6. Say "Stop" at the end of 15 minutes. Collect papers immediately. Children who failed to follow directions should be retested under supervision. 7. The score is: Number of exercises (i.e. pictures) correctly marked.

BUREAU OF PUBLICATIONS

Teachers College, Columbia University

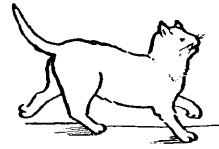
NEW YORK CITY

Copyright, 1931, by Arthur I. Gates

The boy runs. I

The cat runs. II

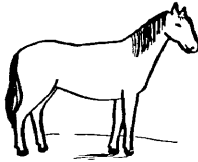
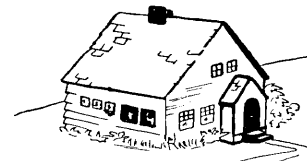
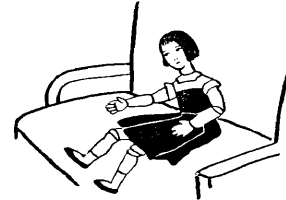
The boy eats. III



This is a ball. I

This is a house. II

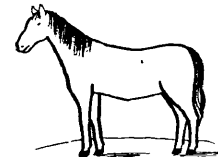
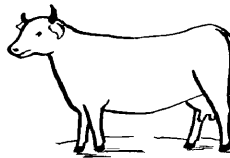
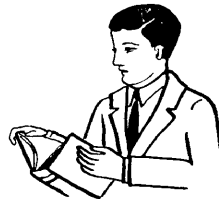
This is a dog. III



This is a hat. I

This is a coat. II

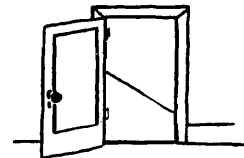
This is a man. III



The door is open. I

The child has a doll. II

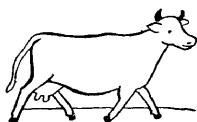
The bird is flying. III



The baby has a box. I

The cow is eating. II

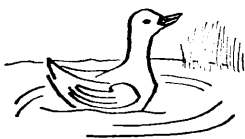
The woman has a dress. III



The duck likes the water. I

The kitten is white. II

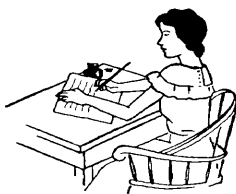
The face is pretty. III



Mother is writing a letter. I

This mouse is little. II

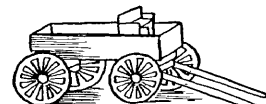
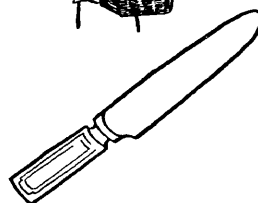
The snow is falling. III



The woman has a basket. I

This is a picture of a knife. II

This is a picture of a wagon. III



The teacher has a pencil. I

The children like to skate. II

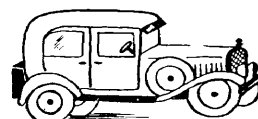
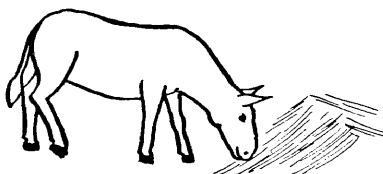
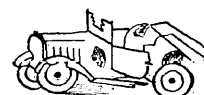
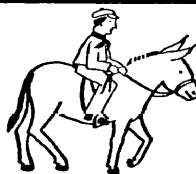
This bottle is full of ink. III



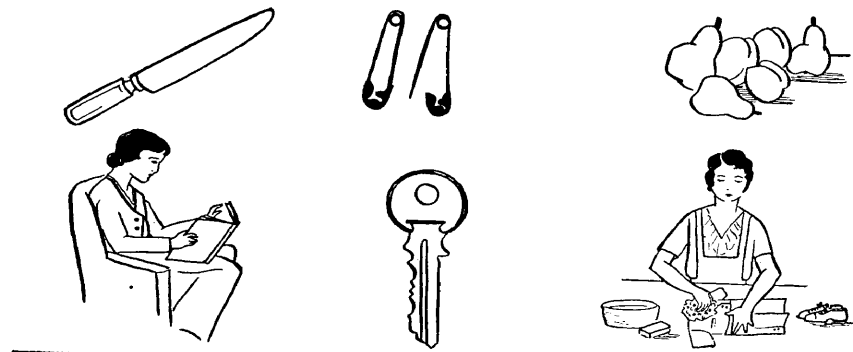
Here is a tall policeman. I

This donkey has some hay. II

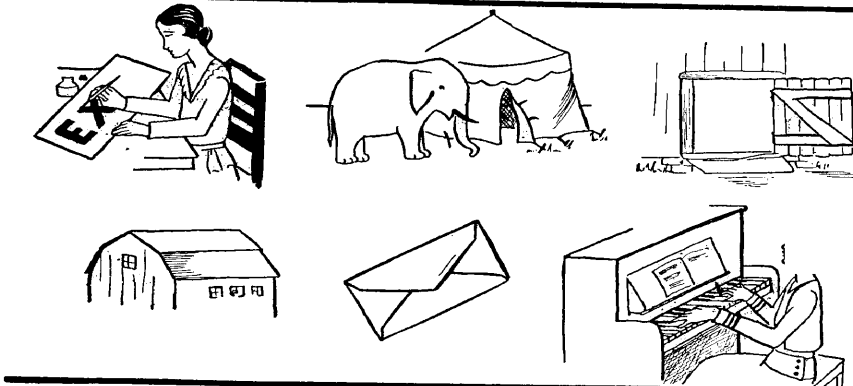
This automobile is new. III



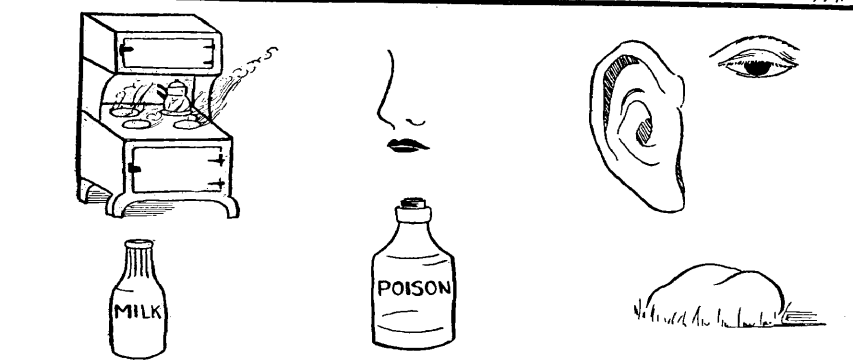
This is the office key. I
 Here are peaches and
 pears. II
 Mother is cleaning some
 clothes. III



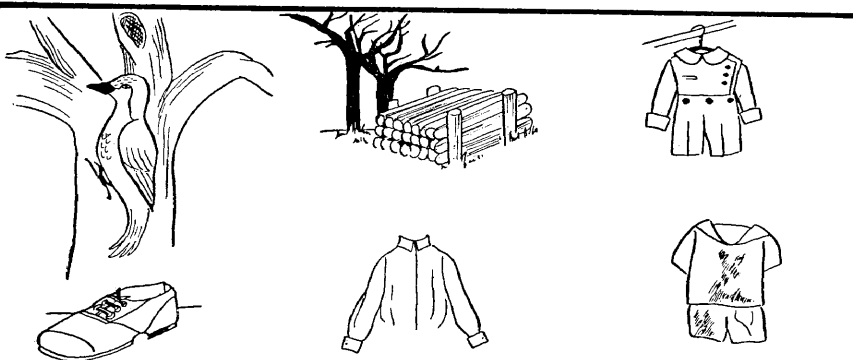
This is the roof of a barn. I
 The teacher makes a
 sign. II
 The elephant stands near
 a tent. III



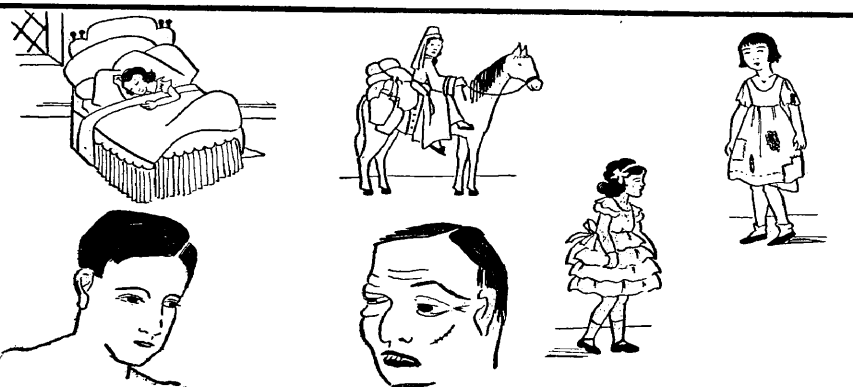
This is a bottle of poison. I
 This picture shows an
 ear and an eye. II
 This stove smokes
 badly. III



This woodpecker lives in
 a big tree. I
 This shirt is made of silk. II
 There is dirt on this suit. III



The princess starts on a
 journey. I
 This is a strong, pleasant
 person. II
 The young daughter has
 pretty clothes. III



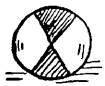
GATES PRIMARY READING TEST

Type 3. Paragraph Reading

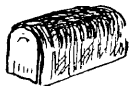
Grades 1 and 2

FORM 1

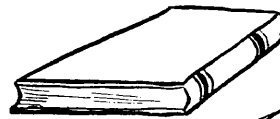
Write your name here
When is your birthday? How old are you?
School Grade



1. Put an X on the ball.



2. Put an X on the milk bottle.



3. Draw a line under the little book.



4. Draw a line from the pig to the tree.

Examiner. 1. Prepare large drawings of above exercises on black-
board or paper. (Pictures from magazines may be used in place of drawings.)
2. That each child has a pencil. 3. Distribute papers. 4. Have children fill
in blanks at top of this page (with your help). 5. This front page should be
shown when signal to begin is given. 6. These samples are to be very fully
read and explained to pupils. Instructions to children: "We are going to
show how well you can read. Do you see the pictures, and the stories below
the pictures on the front page of your little book? (*) Everyone look at the
story and picture. Read the story to yourself. [Examiner points with
pencil to story on his own copy.] [Pause.] What does it say to do? [Have
child read the story aloud to the class.] That is right. Now read the story
to yourself while I read it aloud. [Examiner reads *slowly* and clearly while
children watch their own papers.] Now watch what I am going to do.
[Examiner makes mark called for on board with chalk.] Read to yourself
what it says under the first picture. Then take your pencil and make
mark on your paper as I did on the board. Do it. [Examiner or teacher
goes among children and help them correct errors made on this practice
page.] Everyone look at the second story and picture. [Refer to (*) above,
same procedure for remainder of samples on practice page. Be sure

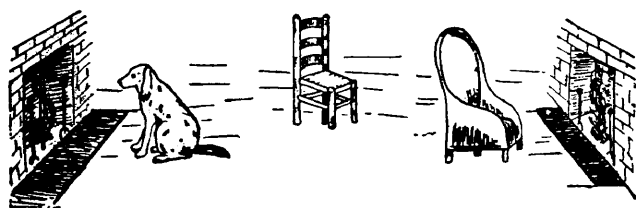
to read in correct order: 1, 2, 3, etc.] **Do not open your books until I
tell you to.** Now I am going to show you what we are to do next. On
the inside of the book are some more pictures and stories. [Examiner holds
up a copy of the test showing the inner pages.] You are to do No. 1 [Ex-
aminer points to it on his own copy], then go on and do No. 2, then do the
next one, and the next one, etc. [Examiner points down first column, then
second, etc., and also demonstrates order on all three pages.] As soon as
you have finished one story, you must go right ahead and do the next one
right below it. Now remember, first, you are to read the story below the
picture; then you are to take your pencil and do *exactly* what the story tells
you to do. Do you understand? All right. Open your books and BEGIN.
Go ahead." 7. Inspect the work of each child; see that each works from
top to bottom of columns and that each follows the pages in order. Urge
the children individually to try the examples in order but *do not tell them the
answers*. Discourage dawdling over difficult problems; tell them to try the
next. 8. The signal STOP is given at the end of 20 minutes. Collect
papers immediately. 9. The score is the number of directions followed
correctly. The mark made *must be* that specified in "the story" to be
correct. For further details see the Manual of Directions.

BUREAU OF PUBLICATIONS

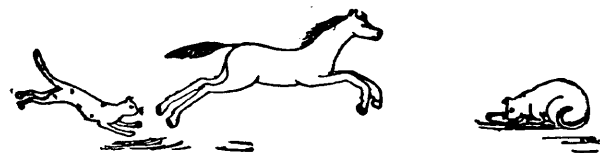
Teachers College, Columbia University

NEW YORK CITY

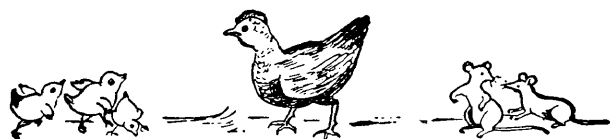
Copyright, 1926, by Arthur I. Gates



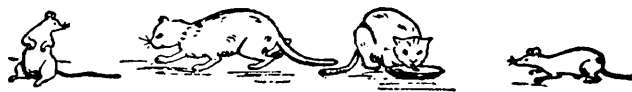
1. Put an X on the dog.



6. Draw a line under the cat that is running.



2. Put an X on the hen.



7. Put an X on one of the rats.



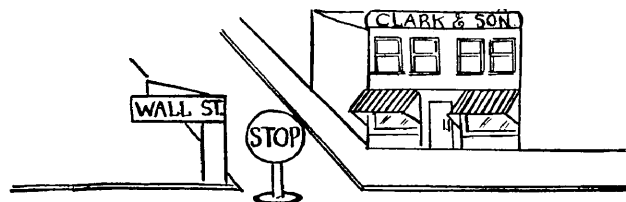
3. Draw a line under the long train.



8. Draw a line under the table the cat sits on.

2 3 2

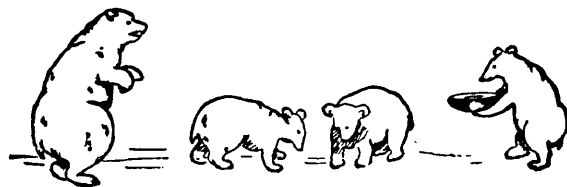
4. Put an X on the big two.



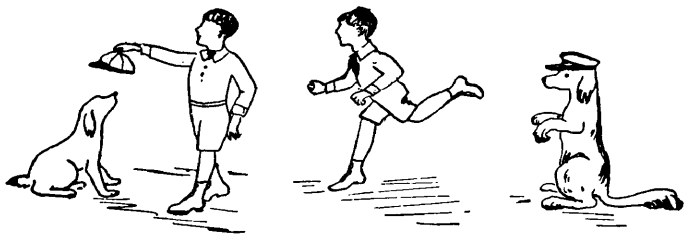
9. Put an X on the name of the street.



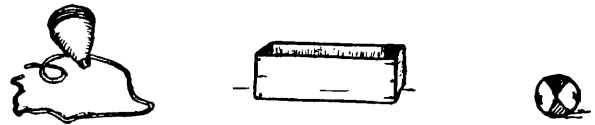
5. Draw a line under the white goat.



10. Draw a line under the fat bear with the dish.



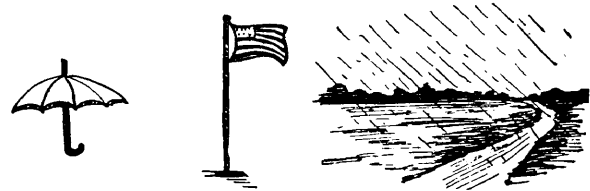
11. Put an X on the boy who is holding his cap over the dog's head.



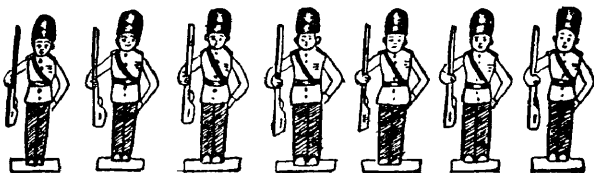
15. The mother told the boy to put his ball in the box. Draw a line from the ball to the box.



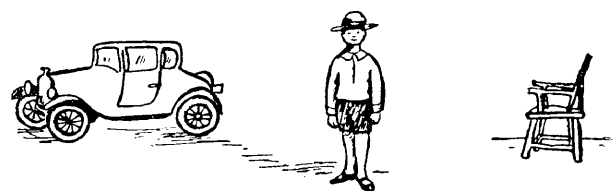
12. One of these three things can tell you the time. Draw a line under it.



16. What would a little child go under if it rained? Put an X on the place where the little child would go.



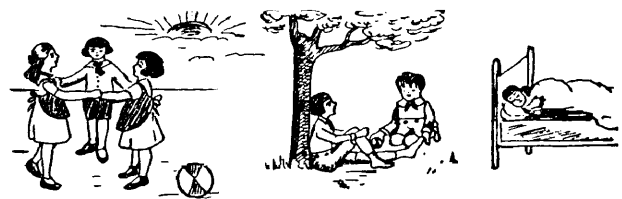
13. Here are seven little soldiers. Draw a line under the feet of four of these soldiers.



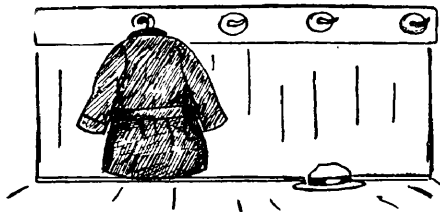
17. A mother told her boy to jump into the car and stay there. Draw a line from the boy to the car.

cat cat eat

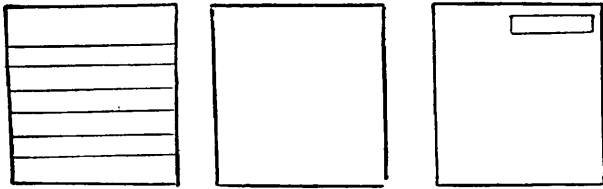
14. Here are three ways of writing "cat." Draw a line under the one you think is poor writing.



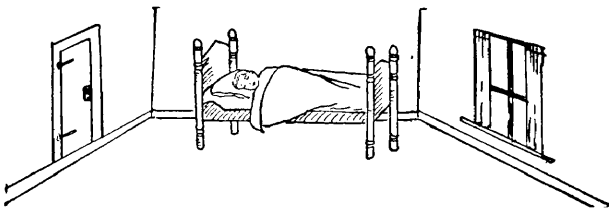
18. Three children are playing a game. They are playing in the sun. Draw a line from one of these children to the ball on the ground.



19. "Put your hat next to the coat," said Mother to the boy. Draw a line from the hat to a hook on the wall where the hat may be hung.



20. A boy was told to write his name on the first line of the paper. Look for the place where his name should be, and put an X on it.



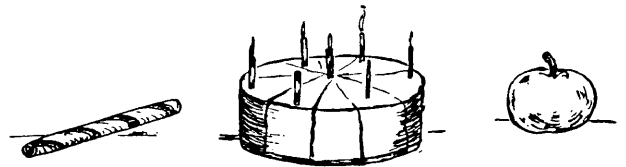
21. Here is a bed in a room. A child sleeps in the bed. The window is closed. It should be open. Put an X on what should be open.



22. The children are playing a game. They hold hands and make a ring. The child who is "it" is out of the ring. Draw a line under the child who is "it."



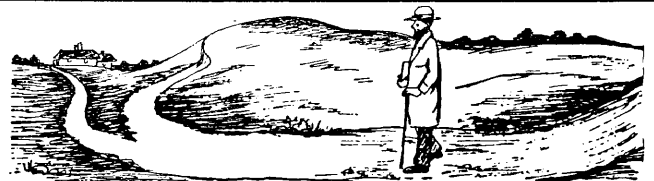
23. Father should have his coat cleaned. He dropped some butter on it when he was eating. Make an X on the store to which he would go to have his coat cleaned.



24. A boy had five cents. He went to buy some candy. On the way to the store he saw some big apples. He got an apple. Draw a line under the thing the boy got with his money.



25. You must not cross the street when you see the word, "Stop." You may cross the street when you see the word, "Go." Make an X on the word that tells you it is time to cross the street.



26. "Which road shall I take?" asked the man. "Take the road that goes by the house," said a boy. "Do not take the road that runs up the hill." Draw a line showing which road the man was told to take.

GATES BASIC READING TEST

For Grade 3 (Second Half) Through Grade 8

TYPE C. Reading to Understand Precise Directions

FORM 1

Write your name here

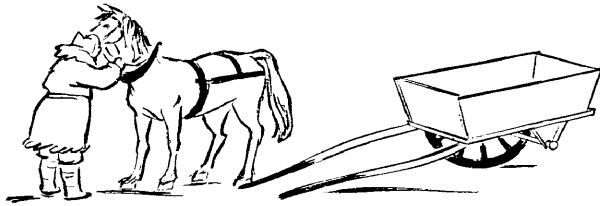
How old are you? When is your birthday?

School Grade Date

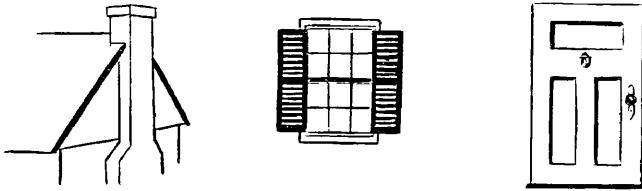
This is to be a reading test. You are to read a number of paragraphs. Each paragraph tells you to make some sort of mark with your pencil to show that you have understood the paragraph. Do exactly what the paragraph tells you to do. Make the marks quickly—do not waste any time trying to make pretty drawings. The purpose of the test is to see how many of the paragraphs you can read in a short time. Don't waste any time. Don't look at anyone else's paper. Remember, you must do exactly what the paragraph tells you to do. Don't make any marks other than those the paragraph tells you to make. Wait until you are told to "Begin," and then turn the page and work as quickly and as accurately as you can until you are told to "Stop!"

Do Not Turn the Page Until You Are Told to Begin.

To the Examiner. 1. See that each child has a pencil. If colored pencils are used the tests will be much easier to score. 2. Distribute the papers. 3. Have children fill in the blanks on this page. 4. Read the directions aloud. Hold up one of the inner pages to show the test paragraphs. Tell the children they are to read, in order, as many paragraphs as they can in the time allowed. (Demonstrate the order on all three pages.) 5. This page should be face up when the signal "Begin" is given. The pupils then turn the page and begin. 6. Say "Stop" at the end of exactly ten minutes in grades 3 and 4 and at the end of eight minutes in grades 5 and above. 7. Collect papers immediately. 8. See Manual of Directions for method of scoring and norms.



1. This is a two-wheeled cart such as the people of a northern country sometimes use. This cart has lost a wheel, and the man cannot go to market until it is put on. Draw a circle where the wheel should be so that the man can go to market in his cart.

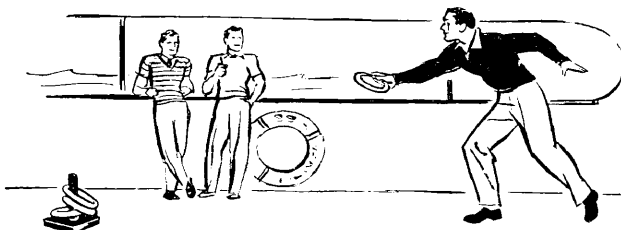


2. Different materials are used for different parts of the house. The chimney is usually brick or stone. Windows are made of glass set in a wooden frame and, in most cases, doors are made of wood. Put an X on a part of a house that might be made of stone.



**CHRISTMAS
EASTER
HALLOWE'EN
FOURTH OF JULY**

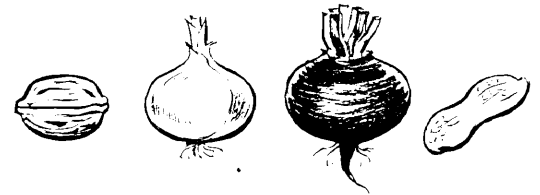
3. The Brown children invited everyone in the Fourth Grade to a party. On the invitations was a picture of a witch riding on a broomstick. Draw a line from the witch to the word that tells the day on which the Brown children were giving their party.



4. These men are playing ring toss on the deck of a ship. They take turns throwing the rings. They try to see who can throw the rings over the pin the greatest number of times. Draw a line from the ring in the man's hand to the top of the pin. Three rings are on the pin now.



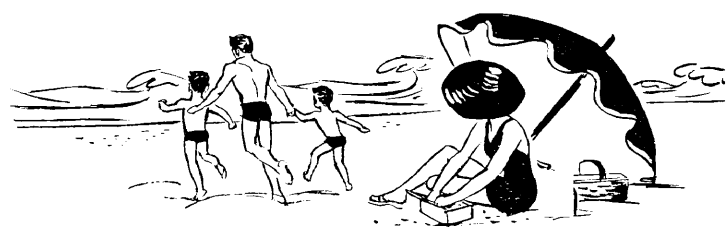
5. This lady does certain work on certain days. On Monday she does the washing and hangs out the clothes. She irons on Tuesday. With this work out of the way she is free on Wednesday to bake cakes or pies. Put an X on the picture that shows what work the lady does on Tuesday.



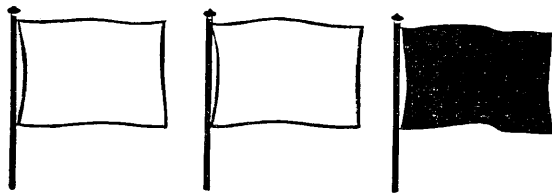
6. Some things grow in the ground and some things grow on trees. Here are a nut, an onion, a beet, and a peanut. The onion, the beet, the peanut grow in the ground and the other nut grows on a tree. Draw one line under each thing that grows in the ground.



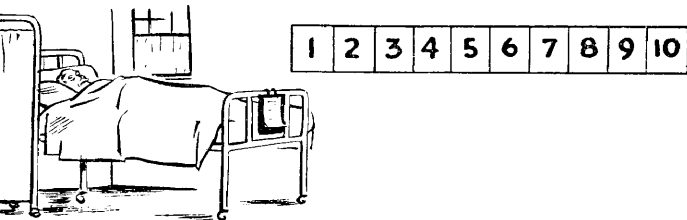
7. Grandmother sits in a rocking chair all day and makes hooked rugs. Grandfather thinks the nicest one she ever made was black with two white kittens and the word, "Welcome," done in red. Draw a line under the rug that Grandfather thinks is the nicest.



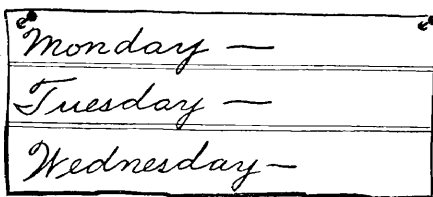
8. Father and the boys like swimming at high tide. But Mother thinks the waves are too rough at that time. She would rather sit on the beach under her umbrella and then take her swim when the tide is low. Draw a line under the ones who like swimming at high tide.



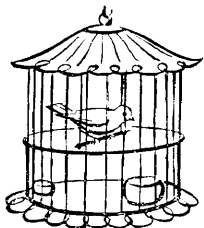
9. The Weather Bureau hangs out flags of different colors to show what the weather will be. A white flag with a black square in the middle means a cold wave. A white flag means fair weather. A blue flag means bad weather. Draw a line below the flag that means cold weather.



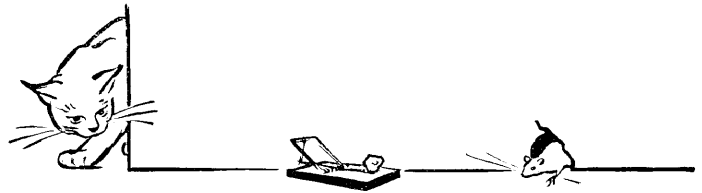
10. This old man is sick. A nurse gives him his cough medicine every hour. Then she leaves. She is a bright, cheerful person and the old man enjoys her visits. She just gave him his medicine at three o'clock. Draw a line around the number that tells when the nurse will return.



11. William wants to keep his score in arithmetic for Monday, Tuesday, and Wednesday. The first day he worked eight examples, the second day nine, and Wednesday ten. Put the score by the day on which he did best so William will know how well he has done.



12. A boy owns a yellow bird. In the bird's cage are two white cups, the smaller holding seeds and the larger holding water. The cage also contains a swing on which the little bird likes to perch. Draw a line from the bird to the cup where he will find his breakfast.



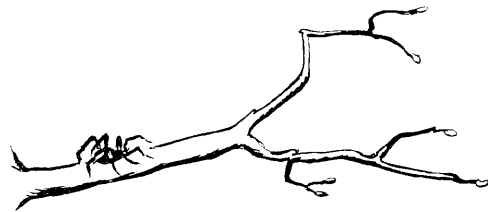
13. Now and then a clever mouse manages to get his piece of cheese without being caught in the trap set for him. How gently this bold little fellow must touch the cheese, if it comes off without disturbing the spring! Draw a line from the cheese to the one who wants it.



14. If an Eskimo child were to see a cup of whale oil, a dish of ice cream, and a plate of cookies, do you know which he would take? He would take the first because he eats that all the time. Draw a cross on what the little Eskimo would take.



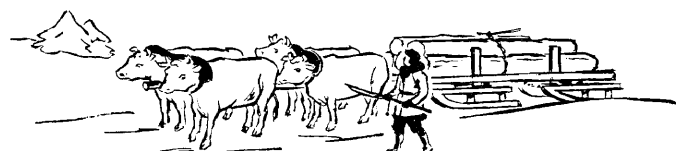
15. Mary has a great many coats. She has a short white jacket to wear on summer evenings. She has a tan sport coat for spring and fall, and a fur coat for winter. Mary wears a black velvet cape to evening parties in the cold weather. Draw a line under Mary's spring coat.



16. This spider is going out on these twigs to spin her web. She will climb up to the highest twig and then spin downward to a lower one. She will swing in the air on the web as she spins it. Draw a cross to show where the spider will begin to spin.

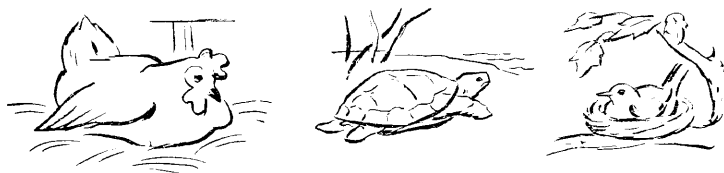


17. These red squirrels live in the hole at the foot of the tree. They are getting their winter's supply of nuts. They fill their cheeks with them and then hurry off to store them in the tree. Draw a line from the hole in the tree to the squirrel that is farthest away from the hole.

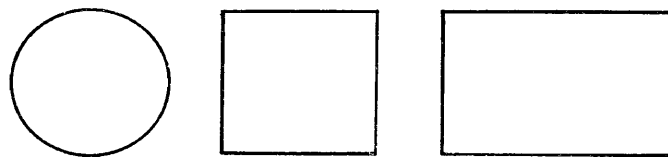


YOKE WHIP REINS BELLS SHOES

21. In the old days farmers never used reins in driving their oxen. The heads were held in a wooden yoke and the farmer either walked or rode in the wagon with a whip in his hand. Put an X on the word that tells what was never used on oxen in the old days.



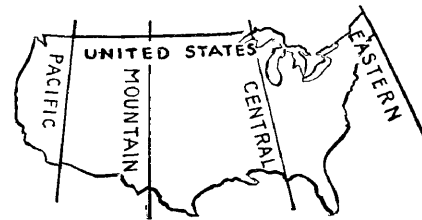
18. Hens or robins sit quietly on their nests until their eggs are hatched. A turtle digs a hole in the sand, lays her eggs, and then goes back to the water. She counts on the hot sun to hatch her eggs. Put an X on the mother who does not sit on her nest.



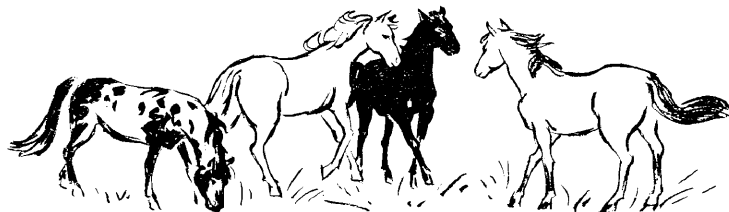
22. These different shapes all have different names. The first is a circle; it has no corners. The second is a square; it has four corners. Do you know the name of the third? It is longer than a square. Make a cross in the center of the one that has no corners.



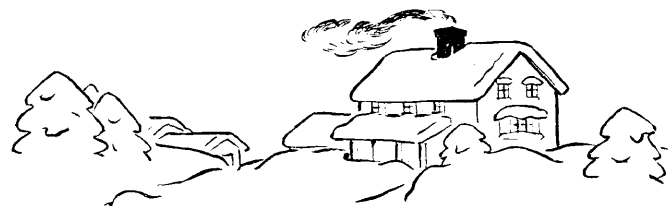
19. Scales are used for measuring weight in terms of ounces and pounds. The first scales show that the bananas weigh three pounds. The little girl weighs fifty pounds. The roast beef weighs seven pounds. Put an X on the scales that are measuring the heaviest weight.



23. From New York to California there is a difference of three hours in the time. "Central" time is one hour earlier than "Eastern," "Mountain" two hours, and "Pacific" three. Write 1, 2, 3 on the proper lines to show how much earlier than Eastern Time the other times are.



20. Some horses are a bright bay. Some are black, white, or gray. A few are dark strawberry red, and some are brown with cream-colored tails. Some ponies are spotted, like those used by the Indians. Draw a line under a pony that an Indian might have owned.



24. It was the morning after a heavy fall of snow. Snow covered everything with a thick white blanket—the roofs and porches of the houses, the roads, stones, and trees. Only the chimney was black and smoking. It had melted the snow. Put an X on what was not white.

GATES SILENT READING TEST

Type C. Reading to Understand Precise Directions

Grades 3-8

FORM 2

Write your name here

How old are you?.....When is your birthday?.....

School.....Grade.....Date.....

This is to be a reading test. You are to read a number of paragraphs. Each paragraph tells you to make some sort of mark with your pencil to show that you have understood the paragraph. Do exactly what the paragraph tells you to do. Make the marks quickly—do not waste any time trying to make pretty drawings. The purpose of the test is to see how many of the paragraphs you can read in a short time. Don't waste any time. Don't look at anyone else's paper. Remember, you must do exactly what the paragraph tells you to do. Don't make any marks other than those the paragraph tells you to make. Wait until you are told to "Begin," then turn the page and work as quickly and accurately as you can until you are told to "Stop!"

**Do Not Turn the Page Until You
Are Told to Begin**

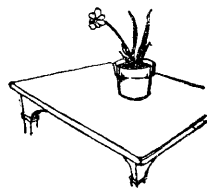
To the examiner. 1. See that each child has a pencil. If colored pencils are used the tests will be much easier to score. 2. Distribute the papers. 3. Have children fill in the blanks on this page. 4. Read the directions aloud. Hold up one of the inner pages to show the test paragraphs. Tell the children they are to read, in order, as many paragraphs as they can in eight minutes. (Demonstrate the order on all three pages.) 5. This page should be face up when the signal "Begin" is given. The pupils then turn the page and begin. 6. Say "Stop" at the end of exactly eight minutes. Be very careful to allow exactly eight minutes' time. 7. Collect the papers immediately. 8. See Manual of Directions for methods of scoring and norms.

BUREAU OF PUBLICATIONS
Teachers College, Columbia University
NEW YORK CITY

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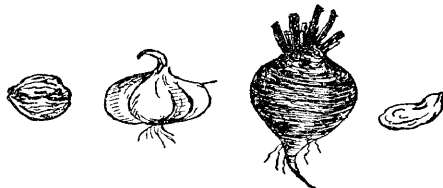
1. Ruth has three dolls. One is a negro doll, one is a baby doll, and one is the doll her mother had when she was a little girl. Ruth loves the old-time doll best of all because it was her mother's. Draw a line under the doll that Ruth loves best.



2. Mary gave her mother a pretty flower for her birthday. Here it is on the table. The flower has been in bloom several days. The petals are ready to fall. They will fall on the table just below the bloom. Draw a circle where the petals will fall.



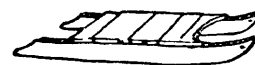
3. It is now half past twelve. Rose must take her music lesson at three. Draw a line around the number that will tell Rose when it is time for her to take her music lesson. When this is done she will know when it is time for her to leave.



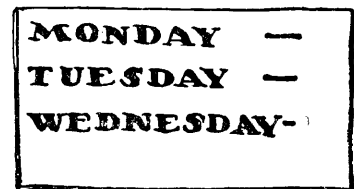
4. Some things grow in the ground and some things grow on trees. Here is a walnut, an onion, a beet, and a peanut. The onion, the beet, the peanut, grow in the ground and the walnut grows on a tree. Draw lines under the ones that grow in the ground.



5. A box of apples has been sent to Jack. These five apples have just been taken from the box. The second apple is bruised so badly that it cannot be eaten. Draw a line through it to show that it is no good, so that no one will want to eat it.



6. It is now January 20. About a week ago William's father gave him a sled for his birthday. His birthday came on January 12. Draw a line around the day on the calendar which was his birthday so we will know when the sled was given to him.



7. William wants to keep his score in Arithmetic for Monday, Tuesday and Wednesday. The first day he worked eight examples, the second day nine, and Wednesday ten. Put the score by the day on which he did best, so William will know how well he has done.

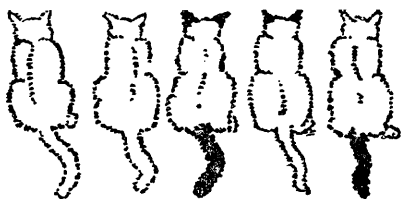


8. Many trappers live in the cold north. They hunt wild animals for their fur. A trapper lives in this tiny hut and these are his dogs. They made a long trail as they came through the snow from the hut. Draw a line showing the trail the trapper's dogs made.



1 2 3

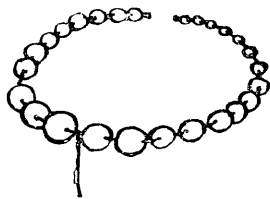
9. Here are three kinds of stamps. The first was once used on post cards. The second is for letters. The third kind is for letters that are to be sent very quickly. Draw a line under the stamp you would use on a letter that does not have to go quickly.



10. Here are five little kittens in a row. Two of them are pure white. The third one has black ears and a black tail. The next one has black ears only. The last one has a black tail only. Make a cross on a kitten that does not have black ears.



11. Sewing machines can sew with one thread or two threads. If a machine uses two threads as in the upper picture, we call it lock stitch. If it uses one thread as in the lower picture, we call it chain stitch. Place the number 2 by the stitches made with two threads.



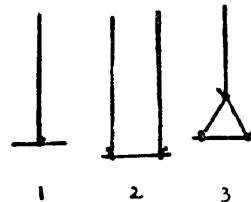
12. Ruth is stringing beads for a necklace. All the beads are different colors. She has not yet finished the necklace. She wants to put a large red bead on the end of the string that is hanging down. Draw the bead for Ruth where it should be.



13. Walter had these three pieces of money. He wanted to buy a valentine for the school valentine box. He found valentines for fifty cents, ten cents, and twenty-five cents, but no one was to pay more than ten cents. Draw a line under what Walter paid for the valentine.

| MARCH | | | | | | |
|-------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

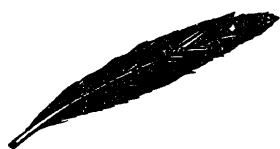
14. There is going to be a clean-up day in the town where Dave lives. It is to be a holiday and every child will help make the town clean and pretty. Monday, the tenth of March, will be the day. Draw a cross on the day that will be a holiday.



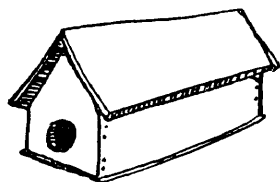
15. Here are three kinds of swings you can make with rope. Dave likes the first one because he says it is like the one he saw at the circus. He thinks he can go highest on it, too. Most children like the second. Make a cross under the one Dave likes best.



16. The little Eskimo child does many things different from things you do. He lives in a house made of snow, and wears mostly fur clothes. He sleeps in fur bags while you sleep in nice beds. Both keep children warm. Draw a line under what the Eskimo child sleeps in.



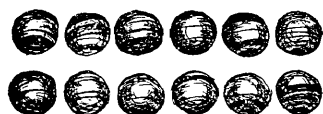
17. This is a large feather from a bird. It is very pretty and Mary's mother wants to use it as a pen. A pen point will have to be placed on the left end. Make a cross where it should be placed so Mary's mother can have it put on.



18. William has made a bird house so that some bird will build its nest in it. He wants to place some food in front of the round opening so that the birds will come. Will you make a cross there so that this bird will come to the house now?



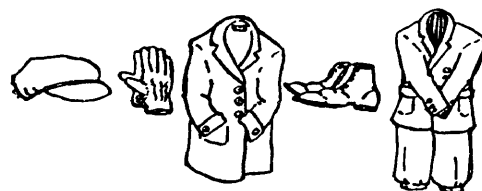
19. John loves his pet pony. He rides it everywhere. He says he likes his pony because it has a white nose. The pony likes John, too, and likes to take him on his back. Draw a cross over the picture of John's pony, so he can find him quickly.



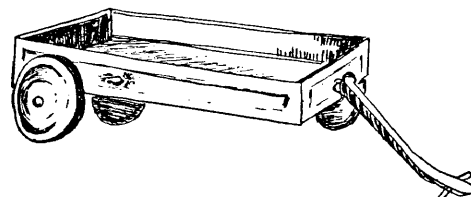
20. James's uncle gave him a dozen beautiful marbles. James played with them for a few hours. Then he thought of his friend Tom who was sick. He took him four of the marbles and Tom was very happy. Draw a line around the number of marbles James gave Tom.



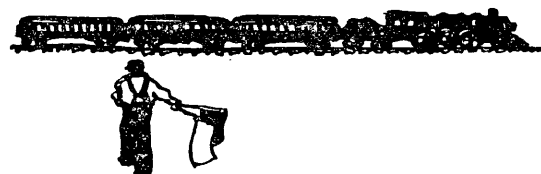
21. This little girl is going to see a friend. She has to cross this stream of water. It is not very wide but she needs something to step on as she crosses. One stone would be enough. Place a circle where it should be placed. Now she can go to see her friend.



22. It was getting very cold. Ben needed some warm clothes. His father wrote down the names of the ones above. His mother said that he did not need suit or gloves because he had those. Draw lines under the clothes that Ben needed and that his father went to buy.



23. This is a coaster cart. The children place the cart at the top of a hill and coast down. But it cannot be used now until the wheel is placed back on it. Make a cross where it belongs. When the wheel is put on again the children will coast down the hill.



24. Here is a train ready to start. The engineer wants to be sure his train has the right signals, a red flag on the front and a green flag on the back. Make a big cross where the red flag should be and a small cross where the green flag should be.

SECOND YEAR READINESS TEST

BASED ON THE ALICE AND JERRY BOOKS

Devised by the Research Department
Row, Peterson and Company, Evanston, Illinois

Name _____

Date _____ Age _____ yrs. _____ mos.

Teacher _____ School _____

| | Possible Score | Pupil's Score | Low | PROFILE Average | High | Rating | |
|--------------------|-------------------|------------------|-----|--------------------|------|--------|--------------|
| Test 1 | 33 | _____ | 0 | 20 | 28 | 33 | Test 1 |
| Test 2 | 16 | _____ | 0 | 10 | 14 | 16 | Test 2 |
| Test 3 | 16 | _____ | 0 | 8 | 12 | 16 | Test 3 |
| TOTAL SCORE | 65 | _____ | 0 | 38 | 54 | 65 | TOTAL |

SCORING AND INTERPRETING THE TESTS

In each test the score is the number of items that the pupil has marked correctly. If two answers are marked for any one item, the item is counted incorrect.

All pupils whose total scores rank them in the "High" group can begin at once with the reading of *Friendly Village*, the Basic Second Reader of THE ALICE AND JERRY BOOKS.

All pupils whose total scores rank them in the "Average" group will profit by a quick reading of the Readiness Second Reader, *Down the River Road*. It will help them to regain the sight vocabulary which has been forgotten during the summer vacation and to re-establish fluency and ease of reading.

All pupils whose total scores rank them in the "Low" group should make full use of the Readiness Second Reader, *Down the River Road*, following the detailed Teaching Plans as outlined in the *Guidebook for Teachers, Second Year*.

Pupils who show weakness in Test 1 need added emphasis on **Sight Vocabulary**. Pupils who show weakness in Tests 2 and 3 need more emphasis on **Comprehension**. Suggestions on procedures in these factors will be found in the Teaching Plans of the *Guidebook for Teachers* accompanying *Down the River Road* and *Friendly Village*, under the sections "Sight Vocabulary," "Vocabulary Enrichment and Extension," and "Silent Reading."

DIRECTIONS FOR ADMINISTERING THE TESTS

(Furnish each pupil with a pencil and a blank Test Book, on the cover of which the information regarding the pupil's name and age, the date, the teacher's name, and the school has been filled in. *Test the pupils in groups of not more than twelve or fifteen at one time.*

| | Suggested Time Allowance |
|-----------------------------|-------------------------------------|
| Test 1—Sight Vocabulary | 5 minutes |
| Test 2—Sentence Meaning | 10 minutes |
| Test 3—Following Directions | 15 minutes |

Directions for Test 1, pages 1, 2, and 3

Here are some pictures and some words which tell about the pictures. Find the first row of pictures. (Be sure that every child is looking at the first row on page 1.) Now find the first picture in the row. What is this in the picture? Yes, a boat. Now look at the three words under the picture. One of these words says *boat*. It belongs with the picture. Draw a line under the word *boat* because it belongs with the picture. (See that each child draws a line *under the correct word*. Proceed in like manner with the next two pictures marked 0.)

Now, there are some more pictures and words for you to mark all by yourselves. First look at the picture. Then find the word which belongs with the picture and draw a line under it. Do pages 1, 2, and 3. (Show pages and place to stop at the end of page 3. Watch children as they work to be sure that no items are omitted. Give no further help. If any child dawdles too long over one picture, suggest that he leave it and go on to the next and come back when he is through. The words to be marked are:)

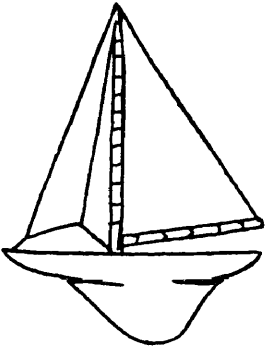
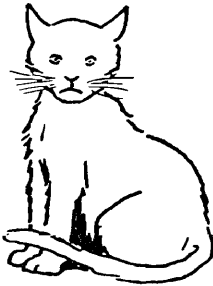
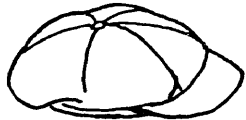


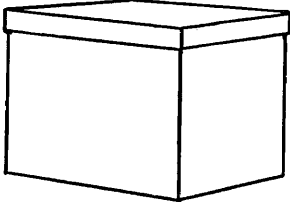
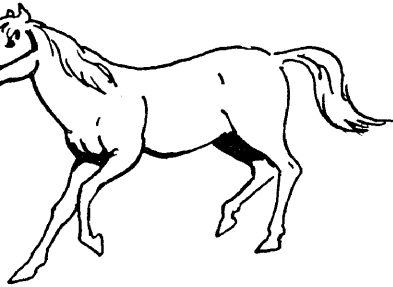
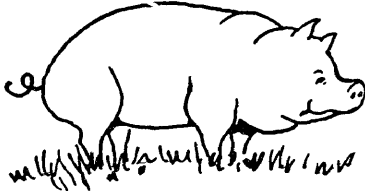

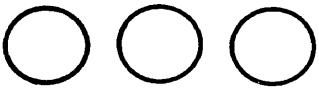

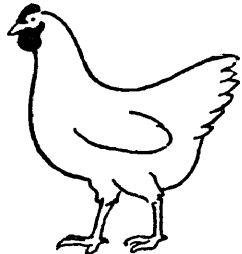
| | | | |
|-----------|--------------|-----------|------------|
| 0. boat | 7. three | 16. frog | 25. fish |
| 0. kitten | 8. man | 17. sun | 26. duck |
| 0. cap | 9. hen | 18. doll | 27. gate |
| 1. store | 10. airplane | 19. ball | 28. rabbit |
| 2. house | 11. monkey | 20. five | 29. sled |
| 3. box | 12. cow | 21. apple | 30. toys |
| 4. pony | 13. farmer | 22. milk | 31. geese |
| 5. pig | 14. tree | 23. bird | 32. church |
| 6. baby | 15. train | 24. egg | 33. candle |

Directions for Test 2, pages 4, 5, and 6

Here are some more pictures. This time you are to find the sentence which tells about the picture. Find the first row of pictures. (Be sure that every child is looking at the first row.) Now find the first picture in the row. Who is this in the picture? Yes, Mother. (If the answer is *a woman*, say, "Yes, a woman, and the woman is Mother.") Now look at the three sentences below the picture. (Have someone read each sentence orally.) Which sentence tells about the picture? Yes, *This is Mother* tells about the picture. Draw a line under that sentence because it belongs with the picture. (See that each child finds the correct sentence and draws a line *under the complete sentence*. Proceed in like manner with the second picture marked 0.)

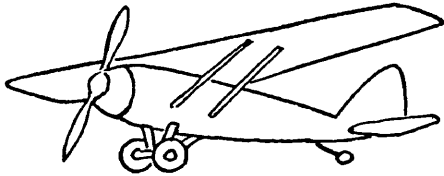
Now, there are some more pictures and sentences for you to mark by yourselves. First look at the picture. Then find the sentence which belongs with the picture and draw a line under the whole sentence. Do pages 4, 5, and 6. (Show pages and place to stop at the end of page 6. Watch children as they work to be sure that no pictures are omitted. Give no further help. If any
(See back cover)

TEST 1—SIGHT VOCABULARY

| | | |
|--|---|--|
|  <p>ue boat home</p> | <p>0</p>  <p>kitten little mittens</p> | <p>0</p>  <p>got had cap</p> |
|  <p>rth see store</p> | <p>2</p>  <p>hole house hungry</p> | <p>3</p>  <p>bump box bundle</p> |
|  <p>ol pony round</p> | <p>5</p>  <p>leg pet pig</p> | <p>6</p>  <p>early baby lady</p> |
|  <p>ree one on</p> | <p>8</p>  <p>man may red</p> | <p>9</p>  <p>hen men mend</p> |

TEST 1—SIGHT VOCABULARY (continued)

10



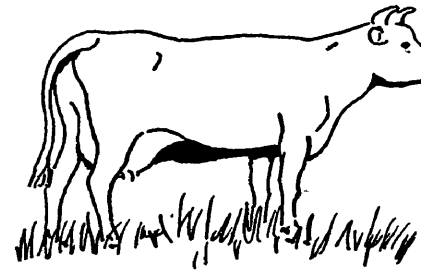
danced again airplane

11



monkey move years

12



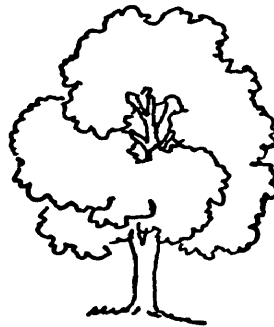
how now co

13



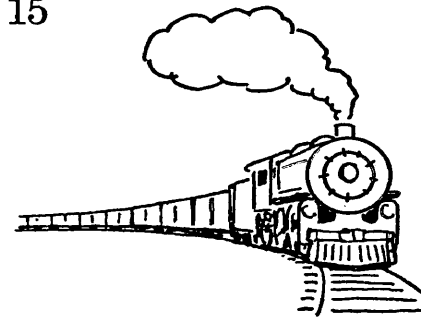
face fast farmer

14



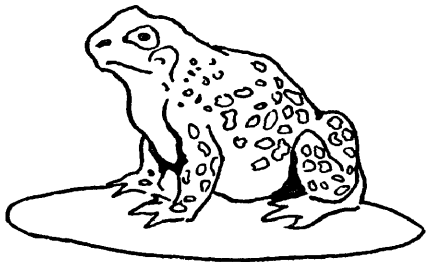
her turn tree

15



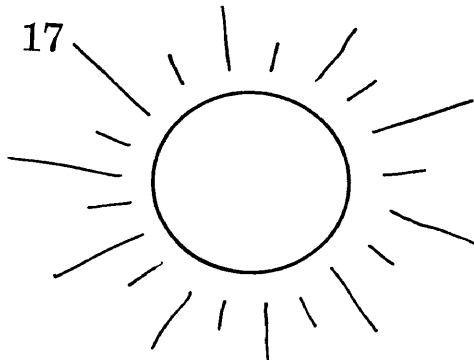
train too ra

16



grow frog find

17



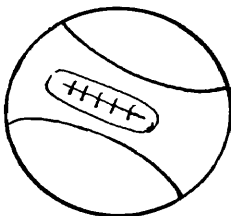
sun fun run

18



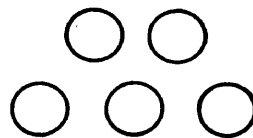
did doll fe

19



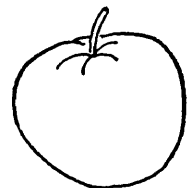
ball follow call

20




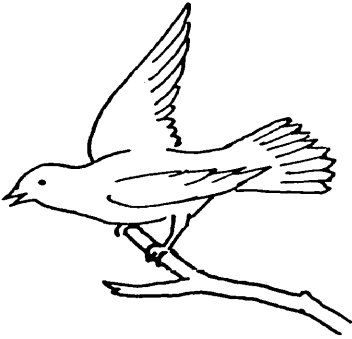
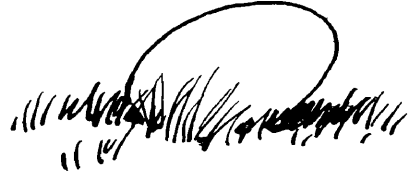
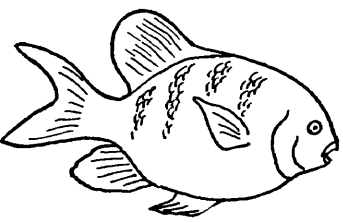
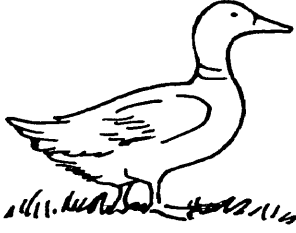
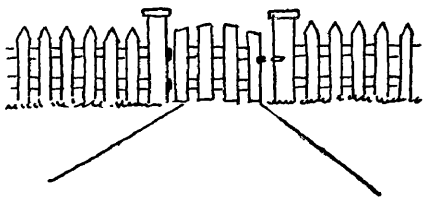
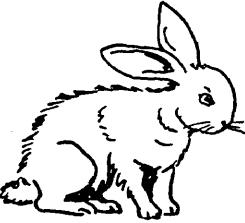
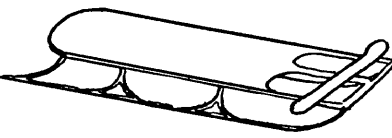
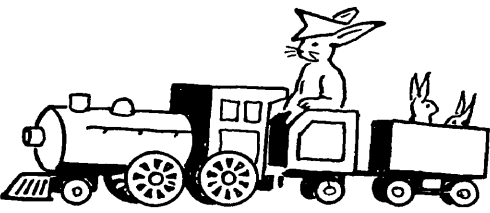
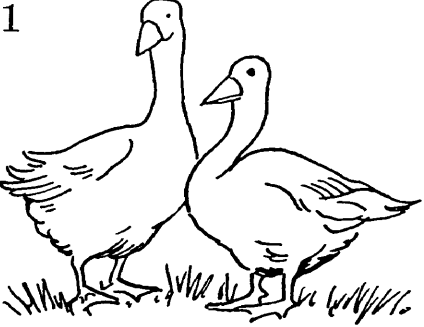
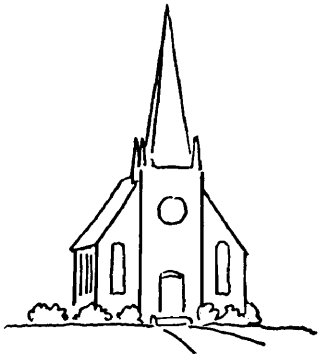
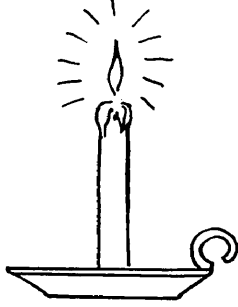
ten five six

21



apple arms ali

TEST 1—SIGHT VOCABULARY (continued)

| | | |
|---|---|---|
| <p>22</p>  <p>liked made milk</p> | <p>23</p>  <p>bill hide bird</p> | <p>24</p>  <p>every egg again</p> |
| <p>25</p>  <p>wish fish find</p> | <p>26</p>  <p>much back duck</p> | <p>27</p>  <p>ate gave gate</p> |
| <p>28</p>  <p>ribbon never rabbit</p> | <p>29</p>  <p>smile sled snow</p> | <p>30</p>  <p>top toys town</p> |
| <p>31</p>  <p>geese grew been</p> | <p>32</p>  <p>chose chair church</p> | <p>33</p>  <p>called hand candle</p> |

TEST 2—SENTENCE INTERPRETATION

0

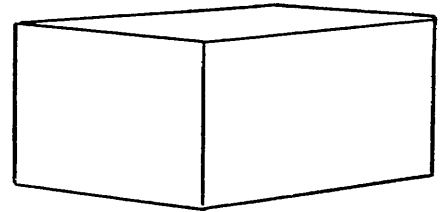


This is Mr. Carl.

This is a man.

This is Mother.

0

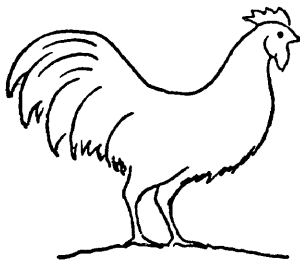


Here is a bell.

Here is a box.

Here is a bed.

1



This is a picture of a rooster.

This is a picture of a rabbit.

This is a picture of a road.

2

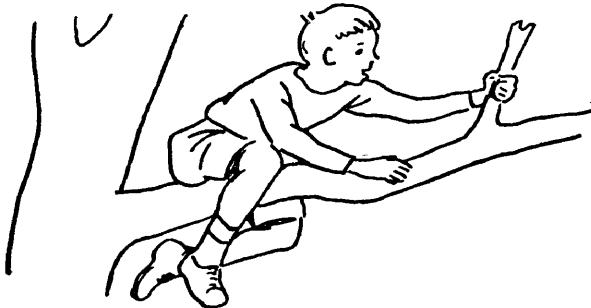


Billy is eating breakfast.

Billy is eating a big apple.

Billy is eating a big pear.

3



Jack is carrying some toys.

Jack is climbing a tree.

Jack is climbing into a truck.

4

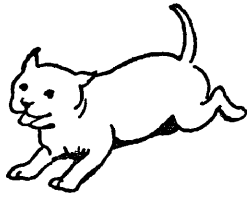
Alice

This word is the name of a boy.

This word is the name of a girl.

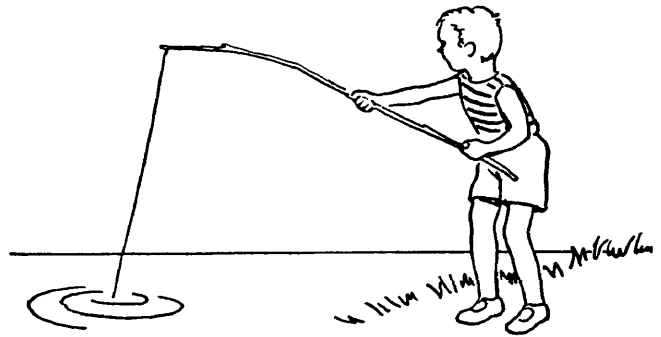
This word is the name of a bird.

TEST 2—SENTENCE INTERPRETATION (continued)



s is a baby doll.
s is a baby dog.
s is a baby duck.

6

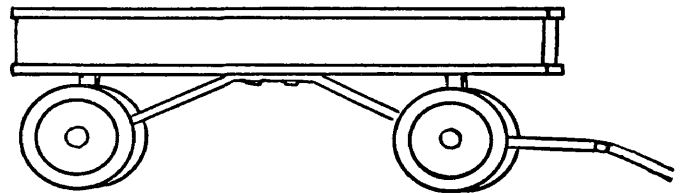


Bobby is catching a ball.
Bobby is catching a fish.
Bobby is coasting down hill.



ther works in the garden.
ther works in the house.
ther walks down the street.

8

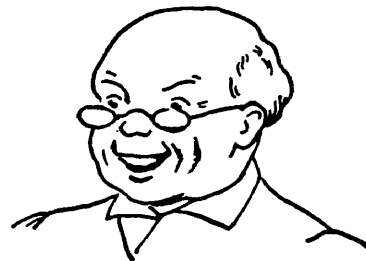


Here is a wagon.
Here is a barn.
Here is a window.



e bird is sleeping.
e bird is sitting.
e bird is flying.

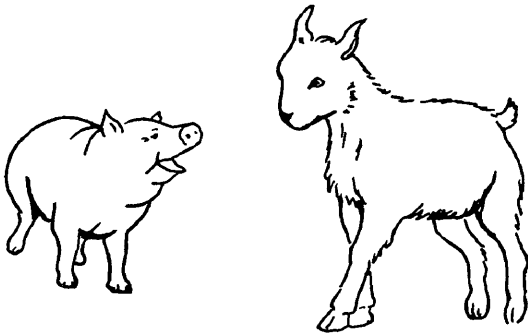
10



Mr. Carl is very cross.
Mr. Carl is very sleepy.
Mr. Carl is very happy.

TEST 2—SENTENCE INTERPRETATION (continued)

11



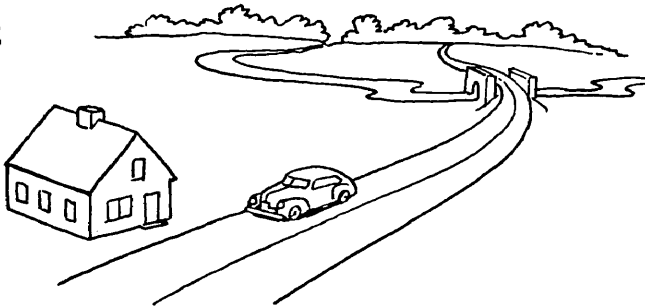
Here are a goat and a puppy.
Here are a puppy and a pig.
Here are a goat and a pig.

12



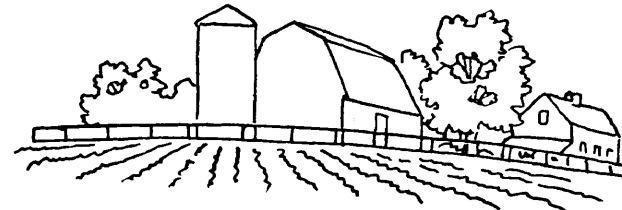
Jerry puts money into his pocket.
Jerry puts money on the table.
Jerry puts money into his bank.

13



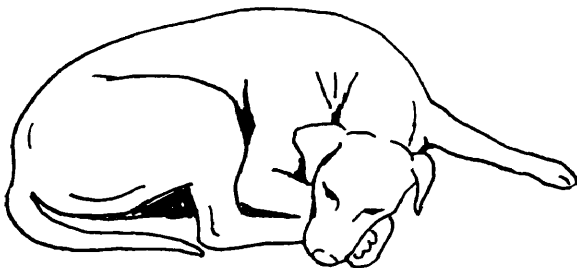
This house is near the road.
This house is near the river.
This house is far from the road.

14



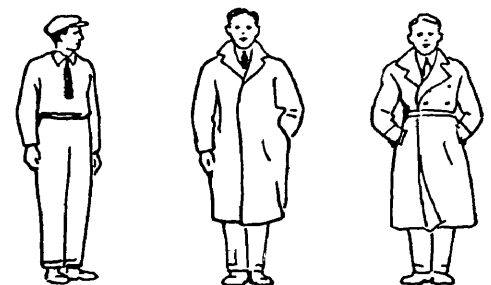
Jerry went to the city.
Jerry went to the country.
Jerry went to church.

15



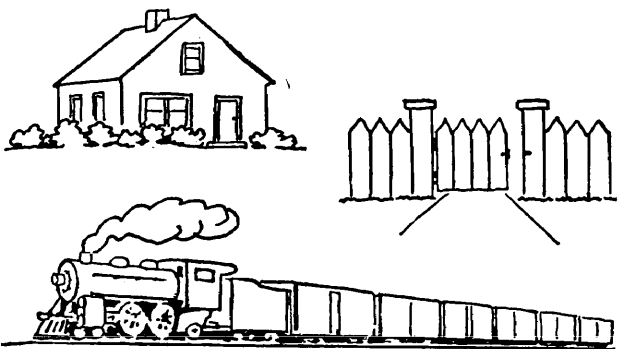
The dog is taking care of cows.
The dog is taking care of Baby.
The dog is taking a nap.

16



The first man has a cap.
The first man has a car.
The first man has a coat.

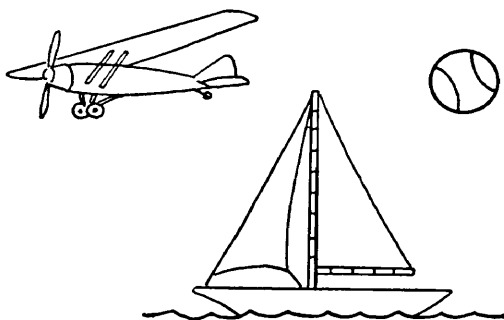
TEST 3—FOLLOWING DIRECTIONS



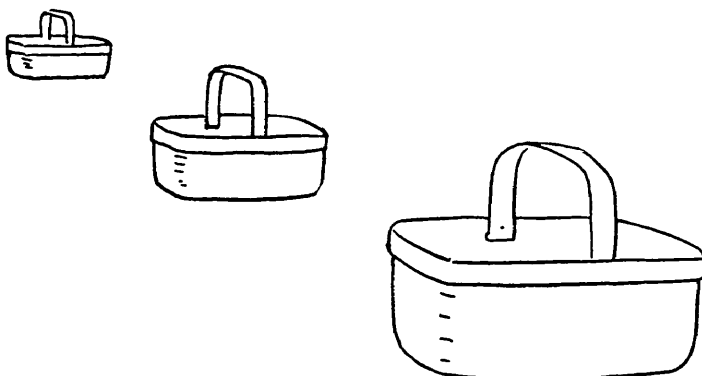
Draw a line under the train.



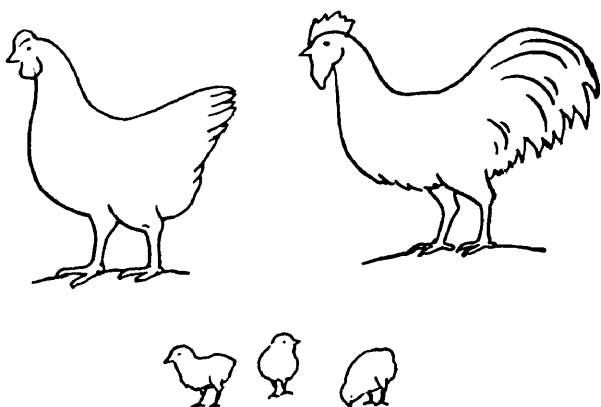
0 Put a cross on one kitten.



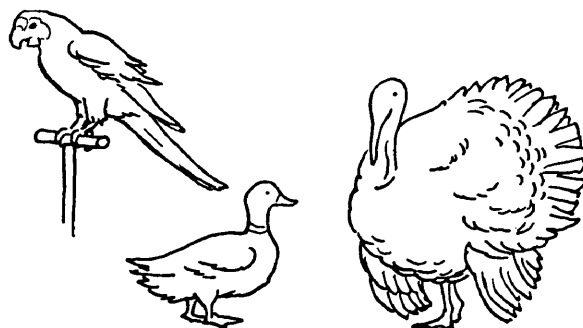
Draw a line under the one
that can fly.



2 Draw a line
under the biggest basket.

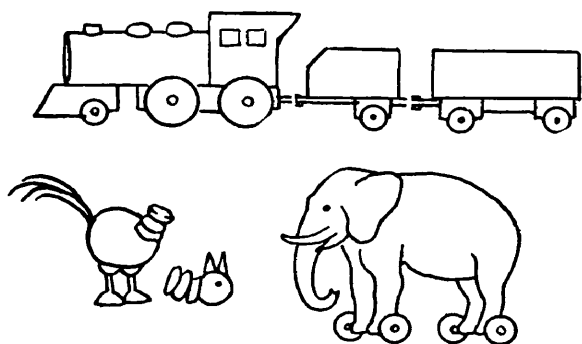


Put a cross on the hen.

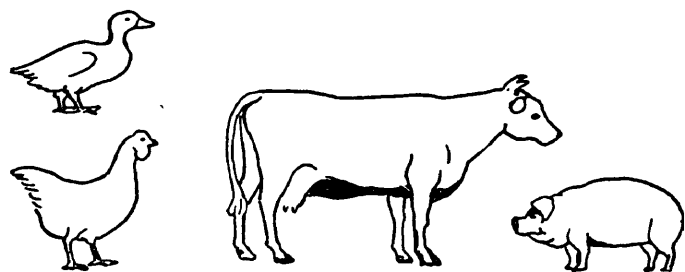


4 One bird can talk. Put a cross
on the one that can talk.

TEST 3—FOLLOWING DIRECTIONS (continued)



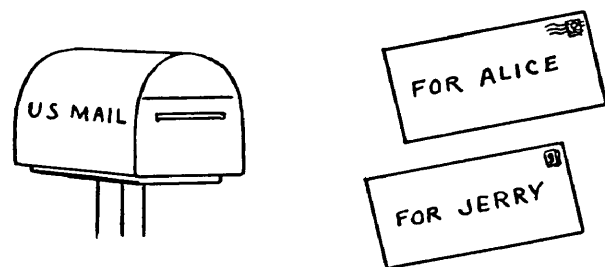
5 One toy is broken. Draw a line under the broken toy.



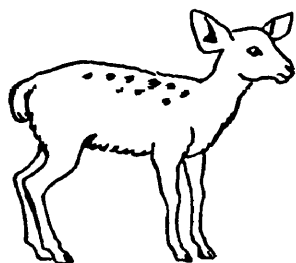
6 Here are some farm animals. Put a cross on the one that gives milk.



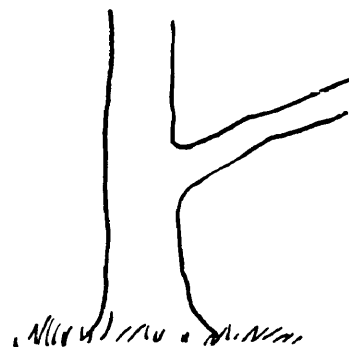
7 Mr. Long is moving away. This truck has come to help him. Draw a line from the truck to the house.



8 Alice walked to the letter box. She saw two letters. One letter was for Alice. Draw a line from Alice's letter to the letter box.

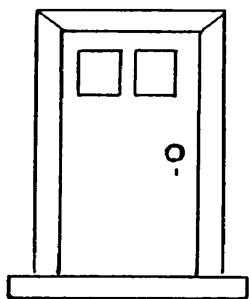


9 Here is a baby deer. A baby deer has spots on its coat. Put some more spots on its coat.

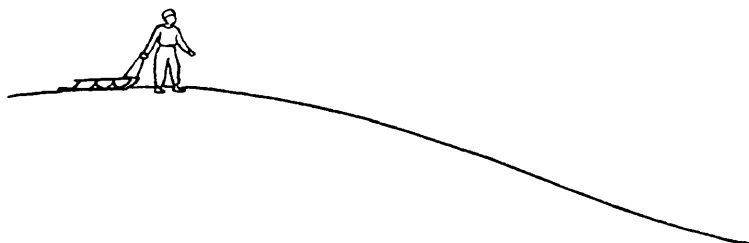


10 Here is a tree with one branch. Draw another branch on the tree.

TEST 3—FOLLOWING DIRECTIONS (continued)



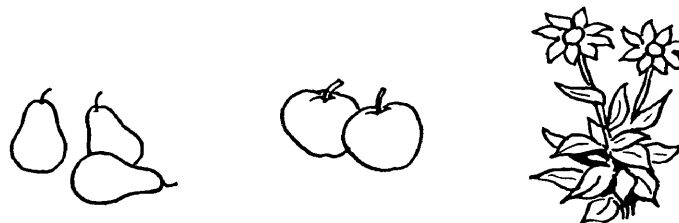
This door must have a bell.
Draw a bell on the door
of the house.



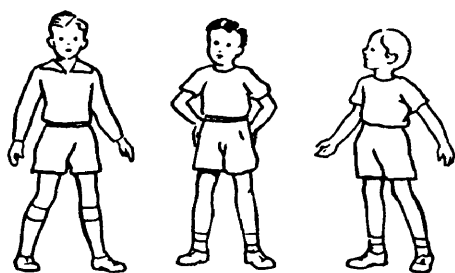
12 Here is a good hill for coasting.
Bobby is going to coast down hill.
Draw a line from Bobby to the bottom
of the hill.



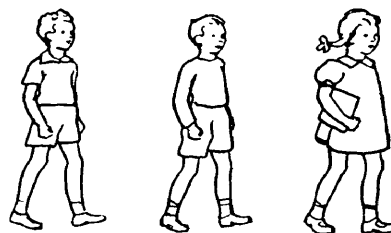
Alice likes cake and apples,
but she likes ice cream best of all.
Draw a cross on the thing
Alice likes best.



14 Betsy picked flowers, Billy picked
apples, and Bobby picked pears.
Draw a line under the ones
Betsy picked.



Jack is the first boy. Andrew
is next to Jack. Billy is next
to Andrew. Put a cross on Billy.



16 "We will have a parade,"
said Carl. "Alice may walk in front
of me. Billy may walk behind me."
Draw a line under Carl.

Directions for Test 2 (continued)

child dawdles too long over one picture, suggest that he leave it and go on to the next and come back to it when he is through. The sentences to be marked are:)

0. This is Mother.
0. Here is a box.
1. This is a picture of a rooster.
2. Billy is eating breakfast.
3. Jack is climbing a tree.
4. This word is the name of a girl.
5. This is a baby dog.
6. Bobby is catching a fish.
7. Mother works in the garden.
8. Here is a wagon.
9. The bird is flying.
10. Mr. Carl is very happy.
11. Here are a goat and a pig.
12. Jerry puts money into his bank.
13. This house is near the road.
14. Jerry went to the country.
15. The dog is taking a nap.
16. The first man has a cap.

Directions for Test 3, pages 7, 8, and 9

Here are some more pictures. This time we are going to mark the pictures. The sentences under the pictures tell you what marks to make and where to make them. Find the first row of pictures. (Be sure that every child is looking at the first row.) Now find the first picture. Read the sentence under the picture. (Have some child read the sentence orally.) The sentence tells you to draw a line under the train. Do just what the sentence tells you to do. (See that each child draws a line *under the correct picture*. Proceed in like manner with the second picture marked 0.)

Now, there are some more pictures for you to mark all by yourselves. First look at the picture. Then read the sentence under the picture. Then do just what the sentence tells you to do. Do pages 7, 8, and 9. (Show pages to be done. Watch children as they work to be sure that no pictures are omitted. Give no further help. If any child dawdles too long over one picture, suggest that he leave it and go on to the next and come back to it when he is through. Marks to be made are:)

- | | |
|---|---|
| 0. Line under train | 9. At least two more spots on deer's coat |
| 0. Cross on <i>one</i> kitten | 10. Any line which indicates a branch |
| 1. Line under airplane | 11. Any kind of bell <i>on</i> door |
| 2. Line under right-hand basket | 12. Any line indicating top to bottom |
| 3. Cross on hen | 13. Cross on ice cream |
| 4. Cross on parrot | 14. Line under flowers |
| 5. Line under toy bird | 15. Cross on last boy |
| 6. Cross on cow | 16. Line under middle boy |
| 7. Line obviously from truck to house, even if not touching either | |
| 8. Line from letter marked <i>For Alice</i> to letter box, even if it does not touch either one | |

THIRD YEAR READINESS TEST

BASED ON THE ALICE AND JERRY BOOKS

Devised by Louise W. Putzke
Elementary School, University of Chicago

Name _____
Date _____ Age _____ yrs. _____ mos.
Teacher _____ School _____

| | Possible Score | Pupil's Score | Low | PROFILE Average | High | Rating | |
|--------------------|-------------------|------------------|-----|--------------------|------|--------|-----------------|
| PART I | 21 | _____ | 0 | 14 | 19 | 21 | PART I |
| Test 1 | 21 | _____ | 0 | 14 | 19 | 21 | Test 1 |
| PART II | 35 | _____ | 0 | 19 | 29 | 35 | PART II |
| Test 2 | 17 | _____ | 0 | 11 | 15 | 17 | Test 2 |
| Test 3 | 18 | _____ | 0 | 8 | 14 | 18 | Test 3 |
| PART III | 64 | _____ | 0 | 34 | 56 | 64 | PART III |
| Test 4 | 16 | _____ | 0 | 8 | 14 | 16 | Test 4 |
| Test 5 | 16 | _____ | 0 | 8 | 14 | 16 | Test 5 |
| Test 6 | 16 | _____ | 0 | 8 | 14 | 16 | Test 6 |
| Test 7 | 16 | _____ | 0 | 10 | 14 | 16 | Test 7 |
| TOTAL SCORE | 120 | _____ | 0 | 67 | 104 | 120 | TOTAL |

SCORING AND INTERPRETING THE TESTS

In each test the score is the number of items that the pupil has marked correctly. If two answers are marked for any one item, the item is counted incorrect.

All pupils whose total scores rank them in the "High" group can begin at once with the reading of *If I Were Going*, the Basic Third Reader of THE ALICE AND JERRY BOOKS.

All pupils whose total scores rank them in the "Average" group will profit by a quick reading of the Readiness Third Reader, *Through the Green Gate*. It will help them to regain the sight vocabulary which has been forgotten during the summer vacation and to re-establish fluency and ease of reading.

All pupils whose total scores rank them in the "Low" group should make full use of the Readiness Third Reader, *Through the Green Gate*, following the detailed Unit Plans as outlined in the *Guidebook for Teachers* which accompanies the text.

Pupils who show weakness in Test 1 or Test 2 need added emphasis on **Paragraph Comprehension**. Pupils who show weakness in Test 3 need more emphasis on **Word Meanings**. Pupils who show weakness in Test 4, Test 5, Test 6, or Test 7 need additional emphasis on **Word Recognition Techniques**. Suggestions on procedures in these factors will be found in the Unit Plans of the *Guidebook for Teachers* accompanying *Through the Green Gate* and *If I Were Going*, under the sections "Sight Vocabulary," "Vocabulary Enrichment and Extension," "Word Recognition Techniques," and "Silent Reading."

EXPLANATION TO TEACHERS

This Third Year Readiness Test is designed to diagnose the readiness of each pupil to enter upon the reading activities of the third school year.

This test is planned to test three major abilities in learning to read. They are (1) Paragraph Comprehension (Comprehension and Following Directions); (2) Word Meanings; and (3) Word Recognition Techniques (Phonetic Parts, Short and Long Vowels, and Visual Discrimination). In each part an effort has been made to include both the vocabulary and understandings which will mark a certain progression in the child's learning.

Perhaps no explanation of the tests for Comprehension and Following Directions is necessary. In the Vocabulary Test a precision of meaning is desired. That is, in a line reading

bake *cake* *cook* *cage* *bark*

the child might stop at *cake* as closely associated with *bake*, but the desired answer is *cook* because of all the words in this line, the word *cook* is most like the meaning of the word *bake*.

The general plan for Word Recognition Techniques in THE ALICE AND JERRY PROGRAM is that any technique be functional. No phonetic element is introduced unless it comes directly from a meaningful word within the immediate lesson. The child says the word. In this test all the elements have been met many times in known words. The purpose of this test is to see whether the child can transfer his oral knowledge of a sound within a known word to a silent situation within what may be an unknown word. The test is flexible, in that Part III may be omitted with the children who do not need such a test.

This is the first printing of the test, and the standards are tentative.

DIRECTIONS FOR ADMINISTERING THE TESTS

(Furnish each pupil with a pencil and a blank Test Book, on the cover of which the information regarding the pupil's name and age, the date, the teacher's name, and the school should be written. *Test the pupils in groups of not more than twelve or fifteen at one time.* Three periods will be needed to administer the test. Part I should be given during the first period; Part II during the second period; and Part III during the third period. Allow an adequate rest period between the three parts of the test.)

| | Suggested Time Allowance |
|---|-------------------------------------|
| Part I | |
| Test 1 — Comprehension | 15 minutes |
| Part II | |
| Test 2 — Following Directions | 10 minutes |
| Test 3 — Vocabulary | 10 minutes |
| Part III | |
| Word Recognition Techniques | |
| Test 4 — Phonetic Parts | 5 minutes |
| Test 5 — Short Vowels | 5 minutes |
| Test 6 — Long Vowels | 5 minutes |
| Test 7 — Same Words and Different Words | 5 minutes |

Directions for Test 1, pages 1, 2, and 3

Open your Test Books to page 1 and have your pencils ready. Here are some short stories for you to read. After each story there are two things for you to do to show how well you have read the story.

Look at the first story. (See that all children look at the story in the upper left-hand corner.) Read the story to yourself. (Wait until all have read the story.) Now read the sentence marked (1) under the story. *In the summer Mr. Carl went to the . . .*

What is the right answer? Yes, *mountains* is the right answer because the story told us that Mr. Carl went to the mountains every summer. Draw a line around the word *mountains* because *mountains* is the right answer. Who can read the sentence marked (2)? *He liked to play on the . . .* What is the right answer? Yes, *fiddle* is the right answer because the story told us that Mr. Carl liked to play on his

(Continued in back)

TEST I—COMPREHENSION

| | |
|---|--|
| <p>Mr. Carl went to the mountains every summer. When he was there, he liked to play on his fiddle. Mr. Carl said, "There is music in the mountain air."</p> <p>In the summer Mr. Carl went to the shore mountains country.</p> <p>He liked to play on the horn mouth organ.</p> | <p>10 Lem took his pig to the store. He wanted the man in the store to take the pig and give him a tune box. The storekeeper said that the pig was much too skinny. So Lem had to take the pig home again.</p> <p>(1) The storekeeper wanted the pig to be fine flat fat</p> <p>(2) Lem wanted a turquoise tune box tadpole</p> |
| <p>In the summer Billy and Bobby went out to the farm to see grandfather and Grandmother. The postman brought them a letter each coming from their mother. He put the letters in a little box near the gate.</p> <p>Each morning the boys heard from their father Martha mother</p> <p>Grandfather's letter box was at the gate garden door</p> | <p>12 The white goat pulled a gay little wagon down the street. He seemed very important. All the boys and girls wished to ride in the wagon. They could ride for ten cents. Jack could not ride because he had used his spending money for ice cream.</p> <p>(1) The gay little wagon made the goat feel interested friendly important</p> <p>(2) What did Jack get for his money? ice cream a wagon a goat</p> |

TEST I—COMPREHENSION (continued)

3 Alice and Jack thought a picnic was the most fun in all the world. Father got some small pieces of wood to be used in starting a fire. When the bacon was cooked, they all sat on a blanket and ate and ate. How good everything tasted!

(1) A dinner out of doors is sometimes called a

picnic picture parade

(2) The food was cooked on a

blanket campfire range

4 In the summertime Alice and Jerry live in a log cabin in the mountains. The log cabin has a fireplace in it. At night Alice and Jerry think it is interesting to sit near the fire and listen to stories.

(1) At night it is cold in the

corral cabin circus

(2) Listening to stories is

interesting important
foolish

5 Late in summer the farmer picks the apples and takes them to town to sell them. Sometimes boys and girls help get the fruit ready to sell. They pick each apple and put it into a basket carefully.

(1) The farmer picks apples in

summer winter spring

(2) Boys and girls may help the farmer with his apples by

playing picking baking

6 The house of the Navaho Indians is called a hogan. The little Indian girl, Dark Eyes, made lovely Navaho blankets. The boy, Snapping Turtle, made rings and bracelets of silver. Jack bought a Navaho bracelet for his mother.

(1) What is the name for Navaho Indians' home?

tent long house hogan

(2) What are two things that white men buy from these Indians?

butter bacon blankets
bracelets berries bananas

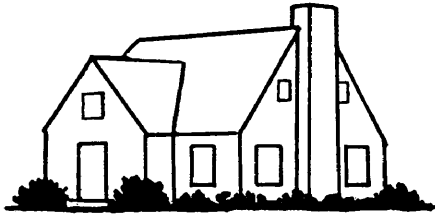
TEST I—COMPREHENSION (continued)

| | |
|---|--|
| <p>One summer Bobby went to the shore. He liked to run races with the waves. He found many shells on the sandy shore. He took them home to show to Grandfather.</p> <p>Bobby liked to win a race with</p> <p>wagon waves wind</p> <p>When Bobby got back home, he showed Grandfather his</p> <p>crabs ships shells</p> | <p>8 Out West you may see miles and miles of rolling plains with cattle grazing everywhere. Cowboys ride over the range to see that nothing harms the cattle. After supper the riders enjoy singing cowboy songs.</p> <p>(1) The plains of the West are used for</p> <p>grazing gardening farming</p> <p>(2) The riders on the range sing</p> <p>hill-billy songs cowboy songs</p> <p>sea songs</p> |
| <p>Uncle Jim asked Bill to go sailing with him. One afternoon they got the fishlines ready. They were to start early in the morning. Before they left, they had biscuits and bacon for breakfast. It was still a little dark when they started.</p> <p>What did Bill and Uncle Jim get ready in the afternoon?</p> <p>place fishlines flapjacks</p> <p>When they started, it was a little dark because it was very</p> <p>exciting lonesome early</p> | <p>10 If you go to a camp in the summer, you will learn to do many things that you do not do at home. You will make a fire out of doors and cook your supper over it. You may learn to sail a boat. You may even sail the boat in a race.</p> <p>(1) Where will you cook at camp?</p> <p>out of doors in the hogan</p> <p>in the fireplace</p> <p>(2) What kind of races may be held at camp?</p> <p>sleeping races sailing races</p> <p>singing races</p> |

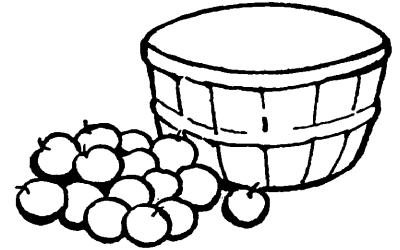
SCORE (number right) _____
POSSIBLE SCORE 21

TEST 2—FOLLOWING DIRECTIONS

0 Make smoke come from the chimney.

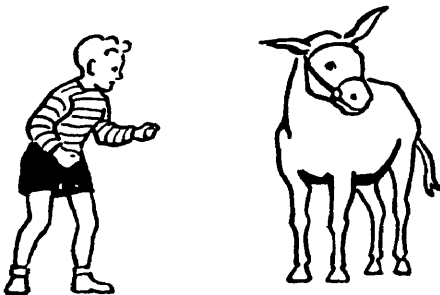


0 Put some apples into the basket.



0 This is a donkey. Jack wants to ride him.

Draw a line from Jack's hand to the donkey.

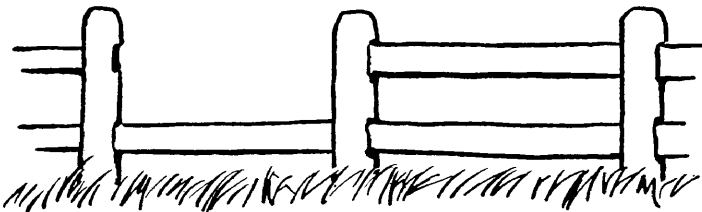


0 The organ man came down the street. He was making music with his organ.

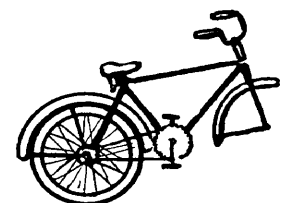
Make a ring around the organ.



1 The fence around the barnyard is broken. Mend the fence. Then the cows can not run away.



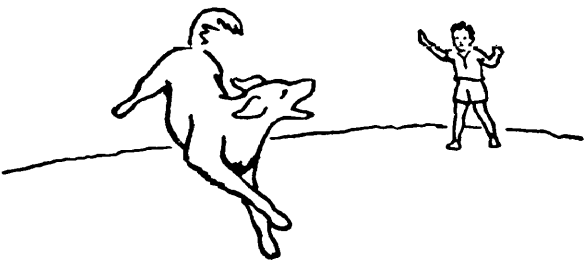
2 Alice and Jerry found an old bicycle in the barn. One wheel was lost. Put the wheel on again so that Alice and Jerry can ride the bicycle.



TEST 2—FOLLOWING DIRECTIONS (continued)

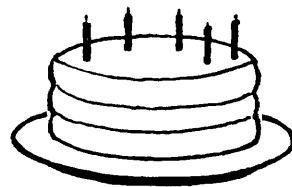
Billy has a dog. It has learned to do many things. When Billy throws a ball, the dog will bring it back to him.

Put a ball in the dog's mouth.



4 Betsy is six years old today. Her birthday cake has five candles on it. It should have six candles on it because she is six years old.

Put another candle on the cake.



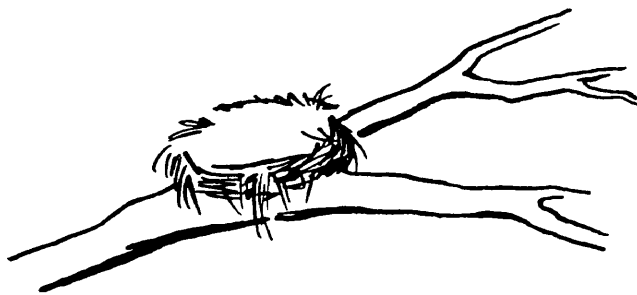
Paddy is going out to play. He took off his shoes and his coat, but he forgot to find his cap. Mother says, "Look on the deer's antlers next to your coat."

Put a ring around Paddy's cap.



6 A father and a mother bird made a nest in a tree. They made it of string and grass. They put some feathers down in it to make it a soft place for their eggs.

Make five eggs in the nest.



TEST 2—FOLLOWING DIRECTIONS (continued)

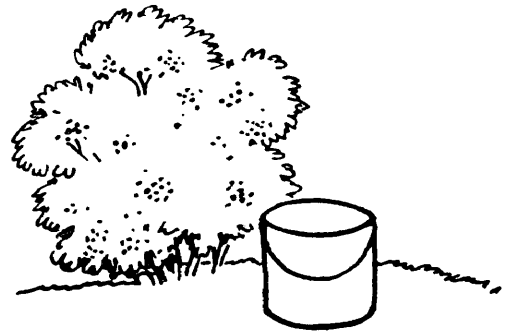
7 Billy and Bobby are playing ball. Billy has on his new cap. The ball has rolled away so that Billy and Bobby do not see it.

Draw a line from Billy to the ball.

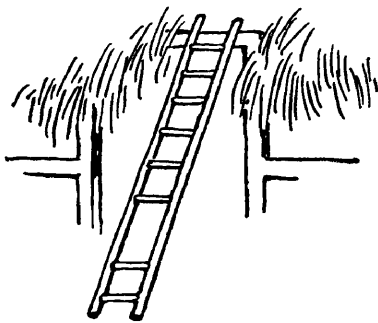


8 Paddy has a pail. He is going to pick some berries.

Put some berries in the pail.



9 This ladder is in the barn. One step is gone. Put the step in the ladder so that Alice can climb up.



10 Alice is having a picnic under the trees. She has places at the table for four little girls.

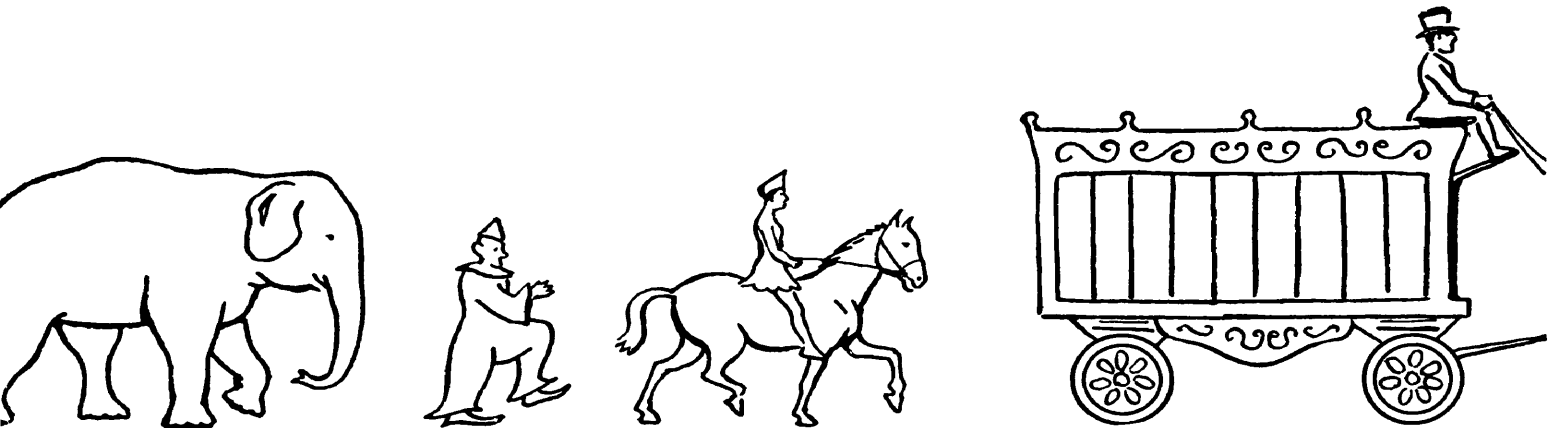
Draw a line under the word that tells how many girls are to sit at the table.

two three four five

TEST 2—FOLLOWING DIRECTIONS (continued)

11 Watch the circus parade. The circus wagon comes first, next come the clowns, and last of all come the animals.

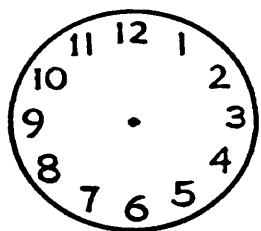
Put 1 on the circus wagon. Put 2 on the clown. Put 3 on the horse.



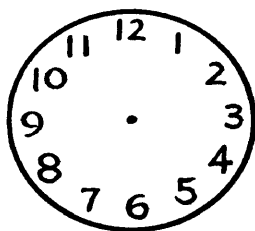
Mr. Carl and Cobbler Jim wanted to go fishing. They wanted to get an early start, so they got up at four o'clock. They left at five o'clock to go fishing.

Make Clock 1 tell the time Mr. Carl and Cobbler Jim got up.

Make Clock 2 tell the time they left to go fishing.



Clock 1

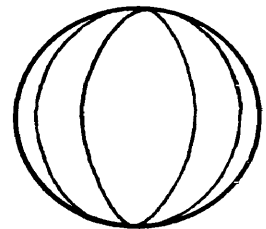


Clock 2

13 Jack and Jerry like to play ball. Jack's ball is big, but Jerry's ball is little.

Draw a line under Jack's ball.

Make a cross over Jerry's ball.



SCORE (number right) _____
POSSIBLE SCORE 17

TEST 3—VOCABULARY

| | | | | | |
|----|-------------|---------|-------------|-----------|-----------|
| 0 | apple | arm | ate | fire | fruit |
| 0 | city | train | town | cold | catch |
| 1 | trot | tart | twirl | run | rest |
| 2 | banana | bacon | berries | friend | fruit |
| 3 | glad | glow | gold | happy | hungry |
| 4 | cabin | log | house | horse | weeds |
| 5 | horse | house | antlers | animal | saddle |
| 6 | fruit | fault | blueberries | breakfast | cookies |
| 7 | blanket | horse | cattle | covering | camp |
| 8 | graze | grass | grew | guess | eat |
| 9 | bowl | bone | dress | dish | bread |
| 10 | shop | shoe | store | ship | shelf |
| 11 | cane | corn | came | stick | cage |
| 12 | sorry | softly | song | sold | sad |
| 13 | cobbler | captain | storekeeper | shoemaker | fisherman |
| 14 | mischievous | minute | mountain | trail | trouble |
| 15 | cent | monkey | silver | money | dollar |
| 16 | noise | sound | sand | second | nothing |
| 17 | berries | plant | farm | bush | food |
| 18 | roof | house | top | rock | root |

SCORE (number right) _____
POSSIBLE SCORE

TEST 4—PHONETIC PARTS

| | | | |
|-------|-------|------|------|
| bark | poor | town | join |
| herd | down | dew | loud |
| point | lay | raw | burn |
| hard | noon | boil | jar |
| hurt | fault | joy | tart |

SCORE (number right) _____
POSSIBLE SCORE 16

TEST 5—SHORT VOWELS

| | | | |
|-------|------|-------|-------|
| add | sent | reach | drop |
| match | cock | line | hump |
| shut | note | trap | thin |
| pond | met | wag | teeth |
| wade | pen | slip | fog |

SCORE (number right) _____
POSSIBLE SCORE 16

TEST 6—LONG VOWELS

| | | | |
|--------|-------|------|------|
| 0 hate | least | lie | gun |
| 1 wake | cube | inn | need |
| 2 nine | hut | load | meat |
| 3 use | nose | pie | kept |
| 4 shot | teach | size | nail |

SCORE (number right)____
POSSIBLE SCORE

TEST 7—SAME WORDS AND DIFFERENT WORDS

| | |
|--------------------------|--------------------------|
| 0 top pot | ago. ago |
| 1 saw. was | 2 very every |
| 3 nap. pan | 4 head heard |
| 5 after after | 6 pets step |
| 7 no on | 8 gone gone |
| 9 tired tried | 10 of for |
| 11 bowl bowl | 12 eight eight |
| 13 catch watch | 14 own now |
| 15 home home | 16 even even |

SCORE (number right)____
POSSIBLE SCORE

Directions for Test 1 (Continued)

Idle. Draw a line around the word *fiddle* because *idle* is the right answer.

Now look at the next story. (See that all children look at the story in the upper right-hand corner.) Read the story to yourself. Now read the sentence marked (1) under the story. *The storekeeper wanted the pig to be* What is the right answer? Yes, *fat* is the right answer because the story told us that the storekeeper said that the pig was much too skinny. Draw a line around the word *fat* because *fat* is the right answer. Who can read the sentence marked (2)? *Lem wanted a* What is the right answer? Yes, *tune box* is the right answer because the story told us that Lem wanted the man in the store to take the pig and give him a tune box. Draw a line around the words *tune box* because *tune box* is the right answer.

Now read all the other stories on this page and on page 2 and page 3. (Illustrate by turning the page and by telling the number of stories.) When you finish a story, be sure to do the two things which show how well you have read. (Watch to see that pupils are not omitting items. The words to be marked are:)

- | | |
|------------------|-------------------------|
| 1. (1) mother | 6. (1) hogan |
| (2) gate | (2) blankets, bracelets |
| 2. (1) important | 7. (1) waves |
| (2) ice cream | (2) shells |
| 3. (1) picnic | 8. (1) grazing |
| (2) campfire | (2) cowboy songs |
| 4. (1) cabin | 9. (1) fishlines |
| (2) interesting | (2) early |
| 5. (1) summer | 10. (1) out of doors |
| (2) picking | (2) sailing races |

Directions for Test 2, pages 4, 5, 6, and 7

Our next test is a Following Directions Test. Do you know what that means? If I told you to raise your right hands, what would you do? Yes, you could raise your right hands. You would follow a direction.

Here are some short stories for you to read, and some pictures. (Indicate on test.) With each story there is something for you to do to show how well you have read the story. *First* you are to read the story. *Then* you are to do what the story tells you to do. Look at the first picture. (Indicate upper right-hand section.) What do you see in the picture? Read the sentence at the top of the page. What does it tell you to do? Yes, *make smoke come from the chimney*. Then what will you do? Yes, make smoke come from the chimney.

Now look at the next picture. (Indicate upper right-hand section.) What do you see in the picture? Read the sentence over the picture. What does it tell you to do? Yes, *put some apples into this basket*. Then what will you do? Yes, draw some apples in the basket. (Count right regardless of where the pupils draw the apples, just so the apples are inside the outlines of the basket.)

Now look at the first picture in the next row. (Indicate left-hand section in middle row.) What do you see in the picture? Read the story above the picture. What does the direction in this story tell you to do? Yes, *draw a line from Jack's hand to the donkey*. Then what will you do? Yes, draw a line from Jack's hand to the donkey.

Now look at the next picture. (Indicate right-hand section in middle row.) What do you see in the picture? Read the story above the picture. What does the direction in this story tell you to do? Yes, *make a ring around the organ*. (Count right whether the pupils circle the whole organ or any part of it.)

Now read the other stories on this page and on the next three pages. (Illustrate by turning the page and by telling the number of stories.) Remember, *first* you are to read the story. *Then* you are to do what the story tells you to do. If you come to one you cannot do, just pass it by and go on to the next. When you finish this page, go on to page 5, and page 6, and page 7. After you are all through, go back to see whether you have left out anything. (The specific direction in each instance must be followed for credit to be given. However, note the following:)

2. Count right regardless of the perspective, just so wheel or circle touches front mud guard.
4. Candle may be anywhere on top of cake.
8. Berries may be anywhere inside the outlines of the pail.
9. Must be third rung of ladder.
10. Word must be underlined, not circled or otherwise indicated.
11. Count right if numbers are on objects or touching them.
12. Time must be indicated by hands of clocks.
13. Cross must be over Jerry's ball, not on it. Line must be under Jack's ball, not through it.

(Continued on next page)

Directions for Test 3, page 8

Here are rows of words that we are going to read and mark. Look at the first row. The first word is *apple*. Find another word in the same row that means most nearly the same as *apple*. What is the word? Yes, the word is *fruit*. Draw a line around the word *fruit* because it means most nearly the same as *apple*.

Look at the next row. The first word is *city*. Find the word in that row that means most nearly the same as *city*. What is the word? Yes, the word is *town*. Draw a line around the word *town*.

Here are other rows of words. Begin with the first row of words and draw a line around the word in that row that means most nearly the same as the first word in the row. Do the same for each row.

(The words to be marked are:)

- | | | |
|----------------|-------------|---------------|
| 1. run | 7. covering | 13. shoemaker |
| 2. fruit | 8. eat | 14. trouble |
| 3. happy | 9. dish | 15. money |
| 4. house | 10. store | 16. sound |
| 5. animal | 11. stick | 17. food |
| 6. blueberries | 12. sad | 18. top |

Directions for Test 4, page 9

Now turn to the test at the top of page 9. Look at the first row of words. In each of these words there are two letters that make one sound. Look at the first word. Say *bark*. Do you hear the part *ar*? Draw a line around the two letters that make one sound. (See that every child has drawn a line around the letters *ar*.)

Look at the second word. Say *poor*. Do you hear the part in the word *poor* that makes one sound? Yes, it is *oo*. Draw a line around the two letters that make one sound. (See that every child has drawn a line around the letters *oo*.)

Look at the third word. Say *town*. Do you hear the part in the word *town* that makes one sound? Yes, it is *ow*. Draw a line around the two letters that make one sound. (See that every child has drawn a line around the letters *ow*.)

Look at the fourth word. Say *join*. Do you hear the part in the word *join* that makes one sound? Yes, it is *oi*. Draw a line around the two letters that make one sound. (See that every child has drawn a line around the letters *oi*.)

Read each of the words in the row beginning with 1. Find the two letters in each word that make one sound and draw a line around them. After you have finished this row, go down to the next row and do the same thing for each word until you have finished all the rows. (The two letters to be marked in each word are:)

- | | | | |
|-------|----|----|----|
| 1. er | ow | ew | ou |
| 2. oi | ay | aw | ur |
| 3. ar | oo | oi | ar |
| 4. ur | au | oy | ar |

Directions for Test 5, page 9

Now look at the test at the bottom of page 9. Look at the first row of words. Some of these words have short vowel sounds in them. You are to find the ones that have short vowel sounds and put an X under each vowel that has a short sound. What is the first word? Yes, it is *add*. Do you see the vowel in it? What sound does it have? Yes, it has a short sound. We will put an X under *a*. (See that every child puts an X under *a*.)

What is the next word? Yes, it is *sent*. Do you see the vowel in it? What sound does it have? Yes, it has a short sound. We will put an X under *e*. (See that every child puts an X under *e*.)

Read the next word. Do you see the vowels in it? Do you hear a short sound? No, there is no short sound in the word. So we will not mark this word at all.

Read the next word. What is the vowel in it? What sound does it have? Yes, it has a short sound. We will put an X under *o*. (See that every child puts an X under *o*.)

Here are other words. Some of them have vowels with short sounds. Read the words and put an X under the vowels in them that have short sounds. (The correct answers are:)

- | | | | |
|---------------|-----------|-----------|-----------|
| 1. match x | cock x | line | hump x |
| 2. shut x | note | trap x | thin x |
| 3. pond x | met x | wag x | teeth |
| 4. wade | pen x | slip x | fog x |

(Continued on next page)

Directions for Test 6, page 10

Now turn to the test at the top of page 10. Look at the first row of words. Some of these words have long vowel sounds in them. You are to find the ones that have long vowel sounds and put an X under each vowel that has a long sound. What is the first word? Yes, it is *hate*. What vowels do you see in this word? Which one has a long sound? Yes, it is the *a*. The other vowel is silent. We will put an X under *a*. (See that every child puts an X under *a*.) What is the next word? Yes, it is *least*. What vowels do you see in this word? Which one has a long sound? Yes, it is *e*. The other vowel is silent. We will put an X under *e*. (See that every child puts an X under *e*.) Read the next word. Yes, it is *lie*. What vowels do you see in this word? Which one has a long

sound? Yes, it is *i*. The other vowel is silent. We will put an X under *i*. (See that every child puts an X under *i*.)

Read the next word. What vowel do you see in this word? What does it say? It does not have a long sound. We do not mark this vowel.

Here are other words. Some of them have vowels with long sounds. Read the words and put an X under the vowels in them that have long sounds. (The correct answers are:)

| | | | |
|----------------------|--------------------|-------------------|-------------------|
| 1. wake | cube | inn | need |
| 2. ^x nine | ^x hut | load | ^x meat |
| 3. ^x use | ^x nose | ^x pie | ^x kept |
| 4. shot | ^x teach | ^x size | ^x nail |

Directions for Test 7, page 10

Now look at the test at the bottom of page 10. Look at the first row. Read the first two words with the dotted line between them. Yes, they are *top* and *not*. Are they the same? No, they are different. Then put D on the dotted line to tell that they are different. (See that every child puts D on the dotted line.)

Read the other two words with the dotted line between them. Yes, they are *ago* and *ago*. They are the same. Put S on the dotted line to tell that they are the same. (See that every child puts S on the dotted line.)

Now look at the row beginning with 1. There are some other words here for you to read. Sometimes the first word is the same as the word across the dotted line from it. Then you are to write S on the dotted line. Sometimes the first word is different from the word across the dotted line from it. Then you are to write D on the dotted line. (The answers are as follows:)

| | | | |
|------|------|-------|-------|
| 1. D | 5. S | 9. D | 13. D |
| 2. D | 6. D | 10. D | 14. D |
| 3. D | 7. D | 11. S | 15. S |
| 4. D | 8. S | 12. S | 16. D |